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ABSTRACT

Four appendixes to Volume 1 of Part IX "Training Programs for Child Care Personnel" comprise this Volume 2 of Part IX. The appendixes are as follows: A. Highlights of Findings--a summary of the information obtained from program administrators and students; B. Program Director Interview and Questionnaire Data Summary--a summary of program director data obtained from both interviews and written questionnaires, presented in tables; C. Student Interview Data Summary--a summary of student responses according to program types, presented in tables; and D. Interview Schedules--contains the interview schedule and the written questionnaire for program directors and the interview schedule for students. (For related documents, see PS 005 969-979, 981-983.) (AL)

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# FINAL REPORT: PART IX
# APPENDIXES:
# TRAINING PROGRAMS FOR CHILD CARE PERSONNEL

Volume 2



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## APPENDIX A: HIGHLIGHTS OF FINDINGS

This appendix contains a summary of the information obtained from program administrators and students. The information gathered in the pilot study represents a limited sample of responses, and a detailed summary of such individual responses is inappropriate to the central purpose of this report. The summary of selected findings is presented here as a general guide to the data in the other appendixes and as a supplement to section 3.2, "Discussion of Findings." The responses of program directors to specific questions are summarized in Appendix B; Appendix C contains a summary of the student data; and Appendix D contains the interview schedules and questionnaire. At the end of this appendix is an index to the data summaries presented in appendixes B and C. A summary of each program, its purpose, students, location, duration of sessions, etc., is given first to provide a basis for comparison of the detailed findings.

Two high school programs were visited; students in both programs were in senior high school. One ($HS_1$) required one school year for completion of the child care training; the other was a two-school-year program ($HS_2$). Upon completion of the program, students receive credit toward their diplomas and receive certificates of completion of the child care courses. During its initial year, 15 students were enrolled in $HS_1$. Students were white, lower-middle-class and lived in a rural area of the northern midwest United States. Approximately 300 were enrolled in $HS_2$, which was in its fifth year of operation. $HS_2$ is a part of a city public school system that has primarily low-socioeconomic-status students from the inner city.

The vocational technical (VT) program is a two-year program and has been in operation for four years. It is a part of the vocational-technical school system in a large southern city, and linkages with the $HS_2$ program, which operates in the same city. Current enrollment is approximately 80 day students and 120 evening students. Students can enter at any quarter during the year. The majority of the students are women between the ages of 17 and 35, most of whom have had some high school; a few have had additional education in either college or junior college. About half of the students in this program work in child-care-related occupations on a regular basis. Almost all students were black and live in metropolitan areas; half of them have incomes below $4,000 a year.

The junior college program (JC), part of a large, city junior-college system, has been in operation six years. The child care program is conducted 12 months a year, including summer sessions, and provides both day and evening classes. Students may enter at the beginning of each semester. The program requires two years of full-time work, although students may also receive a one-year certificate. Most of the students are women between 18 years and middle age; the majority of them are employed in some child care settings, usually in low socioeconomic areas. Most of the students are from disadvantaged, "ghetto" backgrounds. At the time of the interview there were approximately 1,500 students enrolled in the JC program. This included nearly 300 students in a Head Start supplementary training program and about 50 trainees associated with a Model Cities day care training program.

The university four-year program (U) has been part of university course offerings in early childhood education and child development for 30 years. The specific program currently offered has evolved over the last 11 years. Current enrollment in the program is

approximately 140 students from sophomore, junior, and senior levels. Students may enter at the beginning of each semester or through some occasional summer-session courses. Teacher-training aspects of the program are essentially emphasized in the last two years of the students' training. Upon completion of the program and the four-year college requirements, the students receive a B.A. degree and are certified as early childhood or preschool teachers.

The Head Start Leadership Development Program (HSLDP) could be considered an extended form of in-service training, comparable to the Education and Professional Development Act (EDPA) summer institutes available to public school teachers. The HSLDP is a residential training session lasting six weeks for persons currently employed in the Head Start programs. This program had been offered for the last four years with five different sessions offered each year. Twenty to twenty-five trainees enroll each session. Trainees earn six academic credits for completion of the program; these are applicable to a bachelor's or master's degree.

The Family Day Care Program (FDCP), in its first year of a three-year grant, operates under the auspices of a two-year upper-division college that provides training in early childhood education. Seven college students, acting as field assistants, participate in the family day care homes and provide the release time needed for 22 family day care mothers to attend small group meetings. Family day care mothers and students have been selected to participate in the program for one year. Students receive course credit and pay for their work in the field. Family day care mothers receive a small stipend and a certificate for their participation, but they do not receive course credit. Although the program is geared to both student and family day care mothers the following findings and discussion will concentrate on the family day care mothers. Some information from college students, participation is included in the summary of students' comments.

As the preceeding summaries indicate, the programs varied in the number and characteristics of trainee populations, the amount of time the program has been operational, and the outcomes to the trainees. Virtually the entire population of trainees are women, ranging in age from teens to middle-age. In all but the university program, many trainees were from disadvantaged backgrounds.

Program Goals

(B/2-3)* (B/4-5) (B/7-8) In all of the programs reviewed, training was oriented toward occupational preparation or upgrading of current child care providers. The intended outcomes of training as initially developed in the training programs may have changed over time. The U program initially developed as a training program that would provide university women with experiences with children, currently focuses on teacher preparation. The $HS_2$ and VT programs also recognized the potential outcomes for parent education, although both had originally evolved out of the recognized community need for short-term training of child care workers. The FDCP developed from the previous research and interest of staff members in exploring alternatives to large-group care of children. Although the initial objective of the FDCP was to incorporate family day care mothers into an upgrading program, other outcomes, such as upgrading the family day care system by placing students in the homes, were recognized. HSLDP was initiated in response to need for intensive, short-term training for Head Start personnel, and modified its objectives to enhance the career-development of participants.

(B/9-10) Four of the programs are preparing trainees for the roles or positions of aides or assistants in child care settings. $HS_1$ and $HS_2$ emphasize the former, while VT and JC emphasize the

*For the reader's convenience, the page numbers of the sections of the appendixes that corroborate statements in the text have been cited where appropriate. A complete index begins on page A-29.

latter; the U program is training teachers for head teacher responsibilities. Head teacher positions are also a possibility for graduates of the JC program. HSLDP includes aides, teachers, administrators, and other program personnel; this is the only program that specifically includes administrators or directors in training. However, two of the other programs are considering expansion to include administrators. The training of the family day care mothers is somewhat different than the other five programs; this program is intended to respond to the needs of the family day care mothers as they express them and was not developed to train them for a preconceived occupational role.

Although the major goals of programs are occupationally oriented other potential outcomes were suggested by program directors. These related to the increased self-concept of students (HSLDP), their perceptions of career goals ($HS_2$), enhancement of opportunity for continuing education (JC; $HS_2$, and HSLDP). Three programs ($HS_1$, $HS_2$ and JC) indicated that they attempt to increase the basic academic or literacy skills of trainees through the child care training program. The high school programs also suggested that the child care training program could help retain students who might otherwise drop out of school. (B/4-5)

All but two programs, VT and FDCP, offer courses for credits that are applicable to an academic degree at some level. Students at VT receive a certificate of completion and FDC mothers receive only an informal certificate of course completion. At the high-school level, credit is given toward a high-school diploma, and students receive a certificate in the special area at the completion of the course. Course work at the JC level applies to an A.A. degree and upon completion of the two-year child care program sequence, trainees also receive a certificate in the special area. (Trainees in special programs such as Model Cities (B/9-10)

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day care training receive course credit.) The U offers academic credit toward a B.S. in home economics, as well as certification in early childhood and preschool teaching. Trainees in HSLDP receive academic credit from the senior college that is applicable toward a degree. They also receive a certificate of completion.

Program Administration

(B/23-24) (B/32) All of the programs reviewed are connected directly with an educational institution. Three of the programs, $HS_1$, and $HS_2$, and VT are part of the administrative structure of school districts and are indirectly linked to their state's department of education (vocational education, home economics division). Four HSLDP, U, FDCP, JC are attached to or part of institutions of higher education. Two of these are in state-supported institutions. The FDCP is under the auspices of a private, two-year upper-division college. The junior-college program is a part of a larger junior-college system within a major city.

(B/35-36) (B/32) The direct line of responsibility upward from the training program within the institution varies. The director of the $HS_1$ reports directly to the principal. In the $HS_2$ program, the principal in each school has direct responsibility for supervising the staff and day-to-day operations, but the coordinator for home economics has overall responsibility for the development and maintenance of all programs in the instructional area. The JC program is housed in the human services subdivision and is operated at a department level on five different campuses, with department chairmen and curriculum coordinators in each location. All programs have some cooperative arrangements with the sponsoring institution. These vary in degree and type. The most common arrangements are the use of facilities for the program or sharing of administrative services.

Funds

Although the interviews were designed to obtain information about costs and funding for training programs, accurate and detailed information was obtained for only the $HS_1$ and JC programs. The per-pupil cost for fifteen students for the first year of operation of the $HS_1$ (Fiscal Year 70-71) was $2,267.00. This figure is inflated due to the costs involved in buying and equipping a laboratory facility, which was estimated at $22,300.00. The estimated per-pupil cost for the second year of operation is $787.00. Excluding the cost of the facilities, personnel costs for this program are 88% of the total. (B/25-26)

There was no information about the overall costs of the JC program, but some information about two JC special projects, a Head Start supplemental training program and a Model Cities day care training program, was available. For 282 students in the two-semester Head Start supplemental training program, which involved individual course work, the average per-pupil cost for the fiscal year 1970-71 is $156.00. Excluding the cost of participants' support the per-pupil cost is approximately $98.00; personnel costs is 98% of this total. For the Model Cities day care training program, the average cost per pupil -- for 50 pupils in a seven month program, with one session each week -- is $1,026.00. Excluding participants' support funds, the total per-pupil cost is $977.00. Personnel is 96% of the total cost. Facilities cost the Head Start supplementary project $780 (2% of the total cost) and the Model Cities project $560 (1% of the total cost).

For the other programs, the specific budget categories are not available in the breakdowns needed for this analysis. The FDCP includes both the college students and the family day care mothers and does not show a separate breakdown for each group. The $HS_2$ and the U programs are parts of total school budgets. Neither

contains breakdowns for the specific training programs being reviewed.

(B/91) The direct costs to students for their participation in the programs varies too. The only costs to students in the HS programs are for travel, living expenses, and so on. For the VT there is a fee of $25 per-quarter, plus the expenses of books and other supplies. In the JC program, the fee is $5 to $10 per semester, plus books and supplies. Tuition for the U program is $254 per semester; tuition for the HSLDP is waived by the university. Since the FDCP mothers do not receive college credit for their training, they are not enrolled formally in the college and do not pay any college fees.

(B/92) Most programs supply or help students to find financial assistance when necessary. A few scholarships are available to VT students from the National Defense Act, Veterans' Administration loans, and Vocation Rehabilitation grants; and some part-time employment, also, is available. In both JC and Vt many participants are employed, particularly in the evening program. The U program offers partial scholarships and some student loans and part-time employment. Head Start pays all academic and living expenses, plus $75 per week for trainee and child-support. Family day care mothers receive $10 per month for participation in the project and student assistants receive an hourly rate for field work. For nearly all the programs, there are also work-study funds available.

(B/27-28) (B/29) The source of funds for these programs heavily reflect federal involvement in training. Federal funding falls into three categories: funds to cover all or portions of the cost of training, funds for training special population (such as Model Cities residents or current Head Start employees), and funds to train people for particular occupations (trainers, administrators, care providers,

and others). Funding mechanisms take different forms: Funds may be given to institutions to develop child-development or child care curricula, which would be made part of the general curricula of vocational programs, in home economics classes, or in teacher training; funds may also go to the child care delivery system and be used by the delivery system to pay for training programs; or funds may be given to institutions to develop special local training programs, such as the HSLDP.

Two of the programs, HSLDP and FDCP, are 100% federally funded. (B/27-28)
$HS_1$ is an exemplary program of the home economics division of its state's department of vocational education; federal and state sources provided 75% of the funds for the first year of $HS_1$ and will provide 50% of the second year. $HS_2$ and VT receive federal and state funds, but the local school district provides the facilities. The Head Start supplementary training and the Model Cities programs, under the auspices of the junior college, are 100% federally funded, while the other junior college training programs were state-local mix.

Most of the programs also receive some in-kind contributions. These (B/31)
include cooperation among staff members and programs in different areas or departments within a larger educational structure, work-study salaries, salaries for work in community programs, observation settings, space, materials, and the waiver of student tuition.

Initiation of Training Programs

Initiating the programs involved several steps. Generally, the (B/7-8)
interest of specific individuals was stimulated through information (B/13-14)
about program possibilities, either through seminars or through contacts with someone who was informed and was interested in developing programs as a part of the offerings within a particular institution. In general, the institutions supported the efforts

(B/15) (B/16-17) of various individuals to develop programs; but some programs did have problems finding facilities for observation and participation and stimulating interest in the community or administration.

(B/11-12) The levels for which people are trained in the various program reflect the over-all missions of the educational institutions, (i.e., high schools do not train head teachers for child care settings but, rather, train aides). As soon as funds were made available planning was usually undertaken by a single person interested in the specific program in conjunction with either the local administration of the education institution or in cooperation with the home economics division of the state's department of vocational education.

(B/18) The time needed for planning and implementation ranged from a few weeks to a year. The $HS_1$ program took approximately one year from the time the teacher became interested until the first class was offered. $HS_2$ took approximately six months, both the post-secondary programs three months. JC, HSLDP, and FDCP required only a month to be implemented. The U program began 30 years ago, and no record exists of how long its implementation took.

Program Development

(B/6) (B/18) At the time of the interviews, programs varied in the length of time they had been in operation, in phase of development, and possibilities for expansion. Two programs, $HS_1$ and FDCP, had just completed their first years of operation. The FDCP was funded as a three-year demonstration program, while $HS_1$ -- initially developed as a state vocational education exemplary program -- would continue as an ongoing instructional program in one high school. The HSLDP was to phase out at the end of the 1970-71 fiscal year after four years of operation. The U program had been in existence for 30 years, and had modified its function over that period. The other

programs, $HS_2$, VT, and JC, all of which had been in operation from four to six years, represented ongoing and expanding instructional programs.

To increase the number of students in programs, programs ($HS_2$, VT, JC, U, FDCP) have expanded in various ways: (a) by modifying the scheduling, e.g., including night programs (VT - JC); (b) by increasing the number of identical instructional programs in other location ($HS_2$); or (c) by increasing the number of participation or internship settings (U - FDCP, VT, $HS_2$). Head Start is the only program where student enrollment has remained constant. (B/19) (B/22)

Directors mentioned several obstacles to the expansion of their current programs: lack of administrative support, lack of facilities for observation and participation, and insufficient staff for expansion. Four of the programs indicated that expansion would not be difficult, but this seems to be associated with more fully developed programs. The major needs seem to be a lack of additional resources to provide practical experiences for students and insufficient funds for expansion. Only one program indicated that technical factors or expertise were a prerequisite for expansion. (B/20-21)

Staff Selection & Characteristics

The program directors of HSLDP & FDCP, which were designed to include in-service training, are responsible for staff selection. In other programs, the program director shares joint responsibility for staff selection with a representative of the system of which the program is a part. (B/37-38)

At the high school level, staff generally had been trained in home economics classes. For post-secondary and other programs, the staff was prepared primarily by study in the areas of early childhood education or child development. The majority of staff with (B/44)

preparation early childhood development have B.A. degrees or beyond, with most of them at the M.A. level. Three programs included staff with training in elementary education.

(B/46) (B/45) (B/47) With few exceptions, nearly all of the training staff had worked with children at least three years, and the majority had over five years of experience with children. If staff members were working in the areas of child development or student supervision and had not had training in early childhood, they were required to take special training. With the exception of $HS_1$ and the U program, all training programs provided some form of regular staff in-service training. Most frequently this was done through staff meetings, and occasionally through attendance at conferences, workshops, or lectures by specialists in various fields.

Staffing Patterns

(B/39) (B/41) Staffing patterns appear to be determined by several factors: the "desirable" student-teacher ratio for the type of activity or method used in training; the number and differentiation in program components; and the phase of development of the program.

In the U and JC programs, the student-teacher ratio is larger than for other programs. JC indicated that a ratio of one instructor for about 35 students is common in regular classroom instruction, but varies according to the activity and needs of the trainees. The student-teacher ratio at U varies from large lecture classes to smaller, when observation and laboratory groups. The U director indicated that student-teacher ratio is not the prime determiner of staffing pattern, since the number of trainees is increasing and training staff is decreasing; The primary factor seems to be the background of the staff, either research or teacher training.

When a laboratory facility directly under the auspices of a program is used for training experiences, and simultaneously integrated with daily instruction -- as in $HS_1$, $HS_2$, and VT -- the basic staffing pattern is about one teacher for 15 trainees. In both $HS_1$ and $HS_2$, one teacher supervises 15 children in the lab setting and also has instructional responsibility for 15 trainees.

Initially staffing patterns are a reflection of the student-teacher ratio necessary for basic instruction. With the addition of an integrated laboratory program the ratio increases. When community settings are used for participation or internship -- as in U, HSLDP, VT, and $HS_2$ -- a higher ratio is required and there is a greater differentiation in supervisory functions and basic instructional roles. In $HS_2$, with the addition of the second-year component (internship), an additional staff person is needed to supervise the 15 trainees in the field. One director (VT) recommended that one field supervisor be available for 10 interns. In HSLDP three part-time supervisors are needed for about 22 to 25 students for field supervision and trainee follow-up. In the Model Cities day care training program, which uses four training specialists to supervise 50 trainees in their own employment settings, the ratio is one teacher to 12 or 13 trainees. The FDCP represents a special approach -- integrating field experience for college students with basic instruction for FDC mothers. The seven student assistants provide the release time for 22 family day care mothers to attend instructional meetings. Here the ratio is about one student to three family day care mothers.

In the initial implementation of training programs both the instructional functions and staff roles are less apt to be differentiated from other functions (administration, student supervision; recruitment; followup; direction of laboratory program; community relations). With program development and expansion, staff roles (B/35-36)

and patterning tend to become more differentiated. Need for additional staff seems to be related to supporting functions rather than primary instruction. Thus staffing needs relate to community relations, research activities, field supervision, administration, curriculum specialists, and follow-up staff.

(B/40) When asked what changes should be made in staff selection, make-up, and policy, all of the training programs directors cited the need for additional staff. The specific roles for additional staff varied from obtaining a qualified nursery school teacher for the laboratory center to adding curriculum specialists and staff persons in writing research, and community work. There were two general reasons for the addition of staff. One was to enable the teachers or program directors to spend more time on instruction and in student conferences. The other related to the development of new program components which required specialists to more specialized personnel: such as the social worker, a curriculum specialist, or a community liaison.

(B/100-101) Several of the directors (HS, VT, JC) cited the quality of staff as the most essential element of a high-quality training program. Specific criteria offered were training as teacher or director with previous work in nursery school, dedication, practical orientation, understanding of subject matter, and knowledge of the field with ability to relate to different types of people. Other factors related to program quality are related to program content and management. Consideration of the qualities or competency teachers need and ways to help develop them was mentioned as the most essential element by the U. The family day care program suggested ongoing supervision and feedback to prevent and remove distortions. The leadership development program indicated that autonomy is most essential to high-quality programs.

Student Selection and Services

Students are recruited primarily through personal contacts, word of mouth, catalog listings, and public announcements. It is up to the students to determine whether they want to enter the programs -- with the exception of the Head Start Leadership Development program, in which students are selected by the Head Start regional training officer. (B/83)

Most programs had no further entrance requirements than meeting the criteria for the institution in which the training program was located. Three programs, JC, U and HSLDP, had no direct control over the selection of students. In $HS_1$, $HS_2$, VT, and FDCP, initial selection was based on interviews with a committee, teachers, instructors, or program directors. The characteristics looked for in the selection of students in the other programs are that they like children and people, have an interest in early childhood education or child care as a career, are warm, outgoing and alert, and have a desire to be significant in the child's life. The family day care program selected students on the basis of attitudes, goals and interests in working in the community. (B/77-78)

In response to a question concerning the most useful and valid criteria for selecting students, program directors said that they considered interest in children and other people, experience with children, ability to get along with the staff as well as the children, and such "indications of responsibility" as attendance records to be important factors -- although some directors indicated that they thought there was no way to predict which applicant would be a good choice. The U program director suggested a combined approach to facilitate student understanding of some skills and qualities needed in the teacher role and to help students decide whether or not they want to continue in the program. The HSLDP director indicated that students for their program could be selected if (B/81-82)

the program personnel knew the center priorities; HSLDP program personnel preferred committed and involved people who hadn't had any training. The FDCP director indicated that openness, "intuitiveness" based on knowledge not chance, and the assumption of responsibility were the most useful and valid criteria; she did not rely on socioeconomic or age variables, and felt they were inadequate as predictors of a student's potential.

(B/87-88) Program administrations were asked the advantages and disadvantages of working with the students in their programs. Some of their responses are: making opportunities not otherwise accessible for their students, changes in students' self concepts, and preparation for both work and parenthood. Two of the directors indicated that the staff found the students satisfying to work with.

In answer to a question about the disadvantages of working with the students, three project directors mentioned that some students' lack of interest or skill in academic areas -- reading, discussing, writing, and researching independently -- was a hindrance to classroom activity. Various forms of lack of maturity -- inattentiveness, inexperience with children, "high-school behavior" -- were mentioned, respectively, by directors in the U, HS, and VT programs.

(B/89) To build on the advantages and counter the disadvantages of the types of students in their various programs, directors said that they tried to see that more time was spent covering the content of the courses, using various approaches, and stressing individual initiative and responsibility. Two of the programs, HSLDP, and FDCP, based on their content on individual needs, backgrounds, skills and interests. The U does not really take student characteristics into consideration. It expects that the students will adjust to the program rather than the program being altered to meet

their needs; one exception to this is that the student-teaching experience can be lengthened for those who need additional time or experience.

When directors were asked what factors influenced enrollment, four of them ($HS_2$, VT, JC, and HSLDP) specified job related objectives of trainees and the related higher earnings that go to people who have completed training; three cited students' interest in children. (B/90)

Some of the reasons why students did not complete programs were, according to the directors, need for income for family needs, family problems such as babysitters or illness, and lack of interest. (B/90)

Students are usually evaluated through written tests, self-evaluations, and teacher observations. Four of the programs ($HS_2$, VT, JC, and HSLDP) also reported the use of performance tests. Other evaluation procedures include evaluation by the placement agency or review of students' papers, logs, or projects. (B/93)

Desired changes in student evaluations include more time for teacher supervision, observation, and discussion with students, as well as better tools and methods, such as television. Three directors also expressed the need for competency-based evaluations. The responsibility of trainers for job placement is informal in all of the programs visited. Students may be referred to jobs, position notices may be posted, interviews may be arranged, and/or recommendations may be made to employers. Although the director of $HS_1$ did not feel that job placement was a formal responsibility of the program, this was an area of concern in that program. Other program directors indicated the need for more formal job placement and information for students. It was suggested that a national system for child care worker placement be developed for persons trained in early childhood education and child care. (B/94) (B/98-99)

(B/96-97) Although there is little official follow-up of students on completion, all of the programs reported that their trainees were obtaining jobs in occupations related to their training. HSLDP and FDCP train only persons already employed in the field. Even in the three programs in which follow-up was required, ($HS_1$, $HS_2$, VT) follow-up incormation is minimal. In $HS_1$ only a postcard was sent to the students about employment. Individual teachers were expected to do the follow-up each year for five years for $HS_2$ trainees. In the VT the program director kept information about jobs, promotions, and salaries.

The only program with a formal, planned follow-up supervision is HSLDP. The training staff visits centers of the trainees after the completion of the six-week session; during the visit students present special projects. There is also a yearly follow-up training session and workshop on the campus for all graduates of the training sessions. Two of the programs that did not have any formal follow-up, JC and U, did not consider any changes necessary. Other programs, however, would like to have more formal and extensive follow-up training.

Content and Training Programs

(B/50-51) (B/48-49) The initial curricula in most of the programs were developed by the program directors. Additional and specific course content was prepared in conjunction with the teachers in the program. In the more formal pre-service programs, such as HS, JC, VT, and U, student input is limited. In (HSLDP and FDCP) trainee evaluations of the program and their interests are taken into consideration in planning. Curricula for two of the programs, $HS_1$ and VT, are largely influenced by the participation of the directors of these programs in special institutes on child care and guidance. In two programs (JC and VT) curriculum takes into account state licensing guidelines for personnel in development of program content.

All but $HS_2$ and FDCP follow specific curriculum models for early childhood education. The two-year junior college developed their own model since there were no packaged models available for the A.A. level when their programs began. Others also worked on developing their own models or altering them to meet specific needs. (B/56-57)

In general, programs seem to cover the subject areas of child growth, development, guidance, and discipline -- although some programs (HS and JC) do not include special problems of children, such as the handicapped, the gifted, or those with cultural differences. All of the programs cover materials and methods for use with children. (B/54-55)

Administrative tasks such as child care center operations, record-keeping, office procedures, and food services are not included in several of the programs (U, FDCP, HS, JC). Other areas less apt to be covered in the training programs are small-group dynamics, theory and philosophy of learning, parent counseling, community relations, social services, basic education, and orientation to employment.

Except for the family day care program, all programs either include academic and communication skills as part of the program or enroll students in a general education program at the same time they are participating in the training program. In the JC and U programs, most work is in general education, not in course work specifically related to child care occupations. In the four-year program, for instance, only six courses (20 credits out of 124 required) are specifically related to preschool education. (B/52-53) (B/9-10)

The programs vary in the amount of flexibility in course sequence. About half of them follow the same sequence each year or session. (B/58)

In the other half, students do not always follow the same sequence; requirements may be identified, and then each student organizes his own schedule.

(B/52-53) (C/15) Students in all programs have supervised experiences with children, although the amount of time and the proportion relative to the total programs varies. In $HS_1$ and $HS_2$, participation accounts for 60% (two hours per day, five days per week for nine months) and 80% (two to three hours per day, five days per week for 18 months). In the VT program, students work six weeks in the laboratory center during the first year, with three quarters of full-time internship during the second year. Both U and JC include 16 weeks of student teaching and intership, which accounts for 12% and 25% of the time in the programs. The participants in HSLDP spend three hours per day and five days per week working with children -- about 33% of the six-week session. The remainder of time in the programs is devoted to lectures, class discussion, media presentation, independent study, and observation.

(C/17-18) (C/19-20) (B/72) (B/73) During students' participation, all the programs provide opportunities for planning activities, working directly with children, supervising groups, and assisting the teacher. They also have opportunities for planning with the head teacher, but few have opportunities for planning independently or for participating in staff training. They are also less apt to have experience in planning meals. Most students have daily informal contacts with parents, make home visits, and attend parent meetings and conferences.

(C/16) (B/59) (B/62-63) (B/64-65) All students participate in at least one setting, but they may observe in a wider range of programs. All of the programs except FDCP have a demonstration or a laboratory program under the auspices of the training program. In addition, all of the programs use community settings for observation and student participation.

The criteria for selection of centers outside of the laboratory setting seem to be the experiences that such a setting offers students (the amount of responsibility and meaningful work in which the student could be involved), the program availability and location, the cooperation of the program director, an outstanding teaching staff in some area, and variation in children available with whom students could work. Children in the training programs are usually between three and five or six years old. Children under three are enrolled in two programs, VT and FDCP; six- to twelve-year olds are also cared for in FDCP. (B/67-68)

The range of child development services offered by programs in which trainees participated is generally limited to educational activities and nutritional programs. Educational programs for the children are included in all of the training settings, and in most of them meals are served. Other services that are available in some training settings are health and social services, family activities, and parent education. The HSLDP includes all of these services, while the JC laboratory setting has only an educational component for the children. (B/64-65)

Programs that trainees may observe or in which they may participate are Model Cities day care, afternoon or evening programs in community schools, public schools, centers for exceptional children (such as the mentally retarded or emotionally disturbed), franchise programs, Montessori programs, parent co-ops, a college children's school, and participation with family day care mothers in their homes and other community settings. These settings have been identified either through the program director's general knowledge of and contact with the community or through centers requesting a child care program trainee. (C/16) (B/66)

(B/69-70) (B/71) The assignment of students to and observation of students in community settings is done by the training staff or in conjunction with a placement specialist. In addition four of the programs provide informal orientation for the cooperating staff. The training staff may or may not plan the specific activities that the student undertakes in the training setting. However, they do plan the general kinds of activities in which students should have experiences. The teacher or employer in that setting generally helps to plan and to supervise student activities. The teacher or employer also helps in the grading and evaluation of student participation.

(B/74) Students in all but the JC and U programs had opportunities for on-the-job training. Some students receive credit for work time in HS, HSLDP, and FDCP; no credit is given for work time at the U, and few credits at the post-secondary level and junior college. The U program reported few opportunities for on-the-job training, internship, credit for work time, opportunities to mix with different career level, community activities, career counseling, follow-up training, or specialization. On the other hand, HSLDP reports many opportunities for each of these experiences for their students. In other programs students may have many opportunities for some of the areas but limited opportunities for others.

(B/75-76) When directors were questioned about changes to improve the participation component, they suggested expansion of facilities to accommodate more children in the participation program or the availability of more adequate space. Other suggestions were that programs work with a wider range of children, that students be included for pre-parent education not just for occupational training, and that students participate earlier with children. Nearly all of the directors indicated the need for changes in student supervision and evaluation. There is a need for more time and staff to

provide better supervision and/or to offer planning conferences and feedback for the students. FDCP indicated the need for changing the screening procedures to select more responsible students who would attend classes and complete assignments.

In relation to the community settings, the desire was expressed for more students to see different settings and for persons to work with community programs to establish better rapport with cooperating teachers. Other aspects that would be changed to improve the participation component are earlier exposure to the requirements of the teacher role, more contact with parents, and more realistic hours -- with a night laboratory for use in student training as well as a service for evening students with children. The two programs that do not have observation facilities ($HS_1$ and JC) plan to include them in the future.

Other Information About Training Programs (B/103-104)

When asked the strengths and weakness of their own programs, directors of pre-service programs said that the direct experience with children and its integration with practical classwork is a primary strength. Changes these directors suggested are also related to participation -- earlier experiences with children and more opportunities for participation. Three programs also indicated the need for more staff interaction with and supervision of students during and following training. Other changes suggested are more involvement of students with parents, more emphasis on obtaining jobs, and joint planning of programs by staff and students. The U program director cited the need for models for teacher education and the desirability of focusing on those rather than on the children's curriculum. Skills and competencies need to be specified and then units need to be developed to teach these.

Specific ways for possible expansion suggested by directors are: (B/105-106)

the development of summer, night, or short courses; expansion of the kinds of courses available to include such areas as nutrition, health, family day care, and pre-parent education for all interested students; and earlier exposure to the teacher roles through earlier courses.

(B/107-108 -109) (B/110) A series of questions concerning the suggestions for planning a national day care program were included in the interview. Some pitfalls that should be avoided in the planning and the implementation of a training program on a national basis are: equating the length of the program or the number of hours with the quality of training; limiting training for all staff to colleges or universities; limiting availability of sufficient training staff, of laboratory or demonstration programs, political influences, attempting to train one person to do all things and/or attempting to train in a limited amount of time. It was also suggested that the training should take place in community settings, that trainers be provided with at least 6 weeks of intensive training and that the training be formal, not just in-service. A need was indicated for some specific standards and guidelines and to have these published or developing training programs. It was also suggested that training of teachers and other child care personnel be done in settings linked with vocational-technical schools, thus enabling college or university programs to direct their efforts towards the training of trainers and educational coordinators for training programs.

Trainee Interviews

Interviews were obtained for former or current trainees in all programs but $HS_2$. The interview schedule is given in Appendix D. Appendix C contains a summary of the trainees' responses.

(C/5) (C/7) Although the characteristics of the trainees vary considerably, there are many areas of commonality in their responses. Personal

contact with program staff, directors, counselors, or co-workers seems to be the primary source of initial information about the programs. Only in the HSLDP, with its formalized recruitment and selection procedures, did participants know about other training programs. In that particular case, the other training program about which the trainees had some knowledge was another Head Start Leadership Development Program. For the JC participants interviewed, the initial impetus to seek additional training in the early childhood education field came from work in the summer Head Start program. (C/3)

With the decision to start the training, two participants are launching careers in fields different from their previous work. Both previously held office or clerical jobs. For the U, HSLDP, and FDCP students, participation represents changes in focus in their career interests. The $HS_1$ student noted that she thought the child care training course would be more beneficial than others she might take. In assessing what part of the training program is most useful, comments generally referred to the child development content, or to the practical experiences with children, community, or family day care mothers. Comments on the most interesting aspects of the program were of three general types: working with children; methods and activities for children; or interpersonal and social relations. Content mentioned as least useful generally related to specialized content areas either not perceived by the trainee as relevant to desired or current occupational role, or not practically related to work with children. Particular course work on special education also was seen as least interesting. Basic nutrition, or family relations, which rated as least useful, were also mentioned as least interesting. (C/6) (C/3) (C/33)

The students emphasized a lack of interest and career factors as reasons for not completing training. The $HS_1$ student alluded to (C/4)

(C/31) the fact that one student found that she was not interested in working with children; the VT student, too, suggested that students drop out because they are uncomfortable working with children. The U student suggested that drop-outs find that child care is not what they want to do, either because of the low pay or the career limitations in early childhood education. Leaving the program because of interest factors apparently corresponds to students' lack of experience with children prior to entering the program. In $HS_1$, VT, and U, most students had not had experience working with children. A range of perceived benefits were associated with the training program, and these were not restricted to occupational or career spheres. The students in the U and FDCP both mentioned benefits related to having a family and child-rearing. Specifically, the FDCP student said that she would think realistically about the number of children she would like to have. She considered exposure to the family day care homes a most realistic and natural experience. Other trainees mentioned changes in attitudes toward children. The FDCP mother stated that the program created more of an interest in taking care of children.

The motivational effects of participation in the training program were mentioned by the HSLDP participants, especially in terms of continuing education. This outcome was clearly exemplified in the case of the participant who had completed the JC program. She had also completed a B.A. degree and was entering a masters degree program in early childhood development. One member of the HSLDP summed up the benefits of the program by stating that it "opens up doors you thought were closed to you."

(C/34) All of the trainees interviewed indicated that the programs could be improved by increasing the amount of contact with children or parents, or suggested more integration of course content with practical experience. Several trainees thought that the practical

experience should be more varied; for instance, that more visits should be made to family day care homes or different kinds of programs. Less frequently, trainees mentioned need for changes or additions to the curriculum, such as program planning, preschool curriculum, or independent study.

In regard to desired changes in the training program, trainees were concerned primarily with experience with children and the integration of classroom content with field work. One trainee wanted transportation made available to the children in the laboratory center. Trainees in the Head Start program suggested expanding the program to other groups such as high school students or others before they start working. The family day care mother suggested more frequent meetings with the total group of day care mothers, and the continuation of the child development course. (C/35-36)

The trainees who had completed their training and were entering the job market indicated that job opportunities were limited. Many graduates have not been able to find jobs, particularly trainees from HS, JC, and U programs. The employment factor is not relevant for HSLDP, FDCP, or some night trainees in the post-secondary programs, since many are currently employed in child care-related fields; the major issue for these graduates is the opportunity for job mobility. (C/27-28) (C/29-30) (B/95)

As to desirable employment settings participants in four programs made specific reference to attitudes or characteristics of staff or supervisor. Two respondents indicated that they would prefer to work in either a new program just starting or in a place where they could make improvements and contributions. The HSLDP participants considered their current laboratory school settings desireable. Only one trainee indicated a preference for working with children in the infant-through-toddler age range; this was the (C/32)

(C/15) only trainee who actually had experience with infants in the practicum. Others preferred three- to five-year-olds or kindergarten children.

(C/32) When those interviewed mentioned settings for employment, the programs were usually public-sponsored -- public school, Model Cities, or Head Start programs. Both the JC and U students indicated that salaries are too low in private day care. The $HS_1$ student, who was from a rural area, mentioned that the salaries in a day care program in the nearby metropolitan areas are too low to make relocation feasible for her.

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## APPENDIX B: PROGRAM DIRECTOR INTERVIEW AND QUESTIONNAIRE DATA SUMMARY

The summary of program director data obtained from both interviews and the written questionnaires are presented in the following tables according to type of program -- e.g., high school family day care.

The numbers in parentheses after the question indicate the number of the item in the questionnaire (Appendix D). The letter preceeding the number indicates whether the information was obtained from the interview (O) or from the written questionnaire (W). The sequence of questions, however, does not necessarily correspond to the order of the questionnaire since the responses are grouped by topic.

In summarizing the interview data every attempt was made to retain the intent and content of the response. For purposes of length and clarity it was not always possible to retain the respondents' exact words.

Program Director Data Summary: Written & Oral Combined

What are the General Goals of the Training Program? (O-22a)

| | Training for job/ occupation | Career Development/ Continuing Education | Teaching Principles of Child Development | Enhancing Self-Concept. | Other: |
|---|---|---|---|---|---|
| High School 1 year | H.S. students to be aides and to work with children | | | | Somewhat to be good mothers.<br><br>Education for the children in lab center |
| High School 2 year | Prepare students for entry level jobs based on home econ. skills and knowledge. | Encourage to go on for further education/ training. | | Raise goals & ideas about life work because many disadvantaged. | Regardless of whether use for wage earnings training to help them be better mothers. |
| Post-Secondary 2 year | Train as many students as we are capable of, to work in jobs that provide service to young children. | | | | |

Program Director Data Summary (con't.)

What are the General Goals of the Training Program? (0-22a)

| | Training for job/ occupation | Career Development/ continuing education | Teaching Principles of Child develop. | Enhancing Self-Concept. | Other |
|---|---|---|---|---|---|
| Jr. College 2 year | Originally to prepare for jobs in day care and child care related. | | Now more emphasis on this. | | |
| University 4 year | For some staff, emphasis is on training for teachers in pre-schools/kinder-garten. | | Other staff emphasize concepts of child development/and research; cognitive especially Piaget. | Some would see this as objective related to outcome. | |
| Head Start LDP 6 weeks | | | | Better human beings to deal with themselves and children skillfully. | Emphasis on quality, not jobs. |
| Family Day Care 1 year | | To organize family day care mothers, so that can provide own self-help organization after the completion of project. | | | Research: Investigate whether family day care was a viable form of day care; to provide community experience for students. |

Program Director Data Summary: Written & Oral Combined

| | What is Considered Primary/ Priority Objective? (O-22b) | How Have Goals Changed in Relation To: (O-23a-b) | |
|---|---|---|---|
| | | Past: | Future: |
| High School 1 year | Primary objective is training | Basically the same, although within the community more emphasis on programs being for children rather than training for students. | Establish cooperative arrangements with area voc. ed. school, so other students might use facility perhaps have adult classes at night. Open program for summer and have aides operative |
| High School 2 year | Student outcomes related to jobs and continuing education | Focus now more on the possibility for students continuing with higher education & ensuring course credit for that purpose. | Would like child development lab not just for occupational training, but for pre-parent education open to other students in H.S. |
| Post-Secondary 2 year | Training | Increased program capacity and opportunity for specialization, e.g., special education. Now have internships in this. | Follow-up training for graduates on the job dealing with program planning, special ed. |

Program Director Data Summary (con't.)

| | What is Considered Primary/ Priority Objective? (O-22b) | How Have Goals Changed in Relation To: (O-23a-b) | |
|---|---|---|---|
| | | Past: | Future: |
| Jr. College<br>2 year | Teaching principles of child development. Professional competancy. | More emphasis on ensuring academic credit as desired student outcome, and continuing education. | |
| University<br>4 year | No consensus about objectives; varies with staff | Initial emphasis on helping women to be "better mothers"; until recently focus on early childhood education/ training. Currently Dept. emphasizing research/child development rather than teacher training. | Would like more emphasis on teacher training models related to teacher role, and focus on teacher self-concept. |
| Head Start LDP<br>6 weeks | Learning experience for students; emphasis on quality, not jobs. | Focus has changed from "in-service" training; originally considered "intensive training"; found that could get potential leaders, so now emphasis on career development. Further emphasis on the adult individual rather than teaching specifics of working with children, e.g., use of "play dough." | Would want to continue program as it is now; program in this setting and form will be phased out. |
| Family Day Care<br>1 year | | Continue with same; but more emphasis on enhancing quality of care given to children in family day care. | Long range: develop guidelines so family day care mothers can help other mothers in the community, and improve quality. |

Program Director Data Summary: Written & Oral Combined

| | Length of Operation (W-3) | Months/Year in Operation (W-4) | Times/Year Offered (W-5) | When Student May Enter (W-6) | Time to Completion (W-7) |
|---|---|---|---|---|---|
| High School 1 year | 1 year | 9 months | Once | Once in the fall semester | 9 months |
| High School 2 year | 5 years | 9 months | Once | Once in the fall quarter | 2 years: 2-nine month sequences, with summer vacation. |
| Post-Secondary 2 year | 4 years, 3 months | 12 months | Beginning courses offered 4 times/year. | Beginning of each quarter | Fulltime student: 8 qtrs; assistant, 4 qtrs; aide. Night program: perhaps 12 quarters. |
| Jr. College 2 year | 6 years | 12 months including summer sessions | Beginning of each semester courses on-going | Beginning of each semester | Full-time: 2 yrs. 1 year certificate available. Night program: length varies depending on course load. |
| University 4 year | 30 years | 9 months with occasional summer sessions | Beginning of each semester; continuous offerings. | Beginning of each semester | 4 yrs. (8 semesters) with two years emphasizing teacher training. |
| Head Start LDP 6 weeks | 4 years | 12 months | 5 six week sessions per year. | Beginning of each session. | 6 to 8 weeks. |
| Family Day Care 1 year | 1 year | 9 months | Beginning of each semester; Twice | Beginning of each semester. | 9 months |

Program Director Data Summary: Written & Oral Combined

Why Did The Training Program Come About? (0-4)

| | Need for training | Need for workers | Individual Interest/ initiative | Program Expansion | Other |
|---|---|---|---|---|---|
| High School 1 year | | Institute discussed need for trained aide level personnel in day care | Teacher dir. has taken courses in child dev. | | Attended 6 wk. summer institute on child care training |
| High School 2 year | Short-term course to meet licensing requirements. Experience w/short-term adult program suggested need for more indepth training. | Earlier adult program pointed to need for more personnel in centers. | Initial stimulus from child dev. consultant for public schools, in conjunction with State licensing. | Expansion in Public Schools. Based on Vocation-Ed. legislation to emphasize occupational training based on home ec. skills. | |
| Post-Secondary 2 year | Developed in part from short-term upgrading training. Workers in community recognized need for more training. | | Initially based on interest of child development consultant. | Part of State Dept. of Ed. Voc. Ed.: Home Econ. program development to emphasize occupations in child care. | |

Program Director Data Summary (con't.)

Why Did The Training Program Come About? (0-4)

| | Need for training | Need for Workers | Individual Interest/ Initiative | Program Expansion | Other |
|---|---|---|---|---|---|
| Jr. College 2 year | Initial request from Dept. of Child & Family Serv. (licensing) for training to match requirements of two yrs. training for director & group leaders in day care. | | Other staff member interest initially based on attendance at conference. Current director expanded. | Need for occupationally oriented courses in additional intructional areas. | |
| University 4 year | Initially developed to meet needs of Univ. women; to have exp.w/ children, to be better mothers. Until 5 yr. ago was one of two programs in State which lead to certification. | | 30 yrs. ago program began by Dept. Chrm/ preschool lab. director. | Current program may evolve because of new certification program for Preschool certification. | |
| Head Start LDP 6 weeks | Developed in response to OEO guidelines for 8 wk. intensive training of Head Start employees now emphasis more on career development. | | | | |
| Family Day Care 1 year | | | Based on earlier work in day care by instructional staff & interest of staff and college pres. | Wanted to further investigate alternative to the large group care of children. | |

Program Director Data Summary: Written & Oral Combined

| | On Completion What Credit, Degree Received (W-8) | Program Designed to Train (W-9) | Emphasis (W-10) |
|---|---|---|---|
| High School<br>1 year | Two (2) high school credits applicable to H.S. diploma<br><br>Certificate of completion in child care course | Aides | Nursery School Aide<br>Day Care Center Aide<br>Teacher Aide |
| High School<br>2 year | Ninety credit hours applicable to H.S. diploma | Aides | Paraprofessional |
| Post-Secondary<br>2 year | Certificate of completion of Child Care course<br><br>Eight quarters @ 336 hours/quarter | Aides<br>Assistant | Assistant (2 year)<br>Aides (1 year) |

Program Director Data Summary (con't.)

| | Credit Received (continued) (W-8) | Program Designed to Train (W-9) | Emphasis (W-10) |
|---|---|---|---|
| Jr. College<br>2 year | Academic credit: applicable to A.A. degree<br>General education = 34 credit hours<br>Child Care related = 38 credit hours<br>Total 72 credit hours<br>Certificate of completion in special area:<br>Preschool education<br>Other areas: Residential Child Care<br>Teacher Aid: Elementary Education | Assistant | Aide/Assistant teacher |
| University<br>4 year | Academic credit leading to B.S. degree in Home Economics and eligible State Nursery School Teaching Certification and/or University Teaching Certificate.<br>Preschool/Kindergarten: Gen. Req. 44-47 credits; Electives: 30-34; Professional: 29; Total 124 credits<br>Child Develop/Preschool: Gen. Req. 44-47 credits; Electives: 20-25; Professional: 39; Total 124 credits | Teacher | Teachers for preschool and/or Kindergarten |
| Head Start LDP<br>6 weeks | Six (6) academic credits<br>3 credits: student teaching (160 hours)<br>3 credits: early childhood education (124 hours)<br>Applicable to B.A. or M.A.<br>Certificate of completion | Aides, Assistants, Teachers, Resource teacher/Coordinator Administrator | Wide range of preschool staff |
| Family Day Care<br>1 year | Students: academic credit applicable to B.A. or M.A.<br>2-3 credits: practicum in FDC Home<br>3 credits: seminar | Teachers/Teacher Coordinators | N. A. |
| | Family Day Care Mother: certificate of completion for child development course. | N.A. | N.A. |

Program Director Data Summary: Written & Oral Combined

| | Why Did You Decide to Train People For a Particular Level? (aide, assistant, etc.): (0-3) | | | |
|---|---|---|---|---|
| | Appropriate to Institutional Mission/ Capability | Student Demand/ Needs/Characteristics | Community Demand | Other |
| High School 1 year | In high school could train aides; Head teacher level would require 4 yr. degree. | | Head teachers in centers or public schools would need trained people as aides. | |
| High School 2 year | Could not train professional teacher at high school level; train aide/paraprofessional in high school.<br><br>Occupational emphasis was a natural extension of home economics curriculum already long established. | | Recognized need for trained personnel. | |
| Post-Secondary 2 year | Four-year degree people are not hired in centers: too expensive. Train at two-year level. | Initially focused on assistant level because entering students would be at this level;<br><br>Many requests by employed kindergarten teachers & day care workers for program at night. | Program advisory committee recommended new aide level (1 yr.) program and night program which started a yr. ago. | Job responsibility suggests level to train for.<br><br>Called "assistant" bec./ stigma attached to "aide" label. |

Program Director Data Summary (con't.)

| | Why Did You Decide to Train People for a Particular Level? (aide, assistant, etc.): (0-3) | | | |
|---|---|---|---|---|
| | Appropriate to Institutional Mission/ Capability | Student Demand/ Needs/ Characteristics | Community Demand | Other |
| Jr. College<br>2 year | Because a 2 yr./community college train at 2 yr. college level; training involved with number of levels. | Training may apply to various job levels: aide/teacher/director depending on student experience and maturity. | | |
| University<br>4 year | all types of teacher training, this sub-dept. involved with preschool and kindergarten. | | recent emphasis on preschool level teachers because of certification requirements, and program for Early Childhood Educ. | accidental |
| Head Start LDP<br>6 weeks | determined by Administrative decision in response to RFP | partially determined by needs of individuals refered to program. | | |
| Family Day Care<br>1 year | part of college program in teacher training; | students needed experience in community; needs of day care mothers. | | |

Program Director Data Summary: Written & Oral Combined

Activities Involved in Planning & Implementing Program: (O-5a)

| | Funding & Proposal | Identifying Need/ Interest | Hiring Staff |
|---|---|---|---|
| High School 1 year | Contact with State Dept. of Ed.; Voc. Ed. regarding exemplary program status, & funding; School Board approval. | Contact with various groups in community, school board, & superintendent. Parent interests assessed by mail questionnaire & discussed w/h.s. students. | Additional teacher hired for regular home ec. classes to partially replace teacher/ director. Hired 1/2 time teacher aide for lab. |
| High School 2 year | Home ec. coord. work w/ state Dept. of Ed, on initially funding; wrote proposal. | School principal, teacher, & school administration has interest. Earlier work with adult short term course indicated need. | Teacher in local hs. home ec. assumed instructor responsibility. Subsequent programs required new staff. & role differentiation. |
| Post-Secondary 2 year | Advance planning done by Dept. of Ed. & Voc. Tech. Sch. Dir. prior to hiring of Dept. Chm. | Based on recognized need for more in-depth training, & students' requests. | Porg. Dir. hired as Dept. Chm. to implement & develop. Did initial instruction, hired lab. teacher in Dec. 1967. |
| Jr. College 2 year | Through community college Pres. & Dean. | Request from licensing dept. & instruction staff of college. | Current director hired after 1st. course to develop program. Hired 1 teacher each year. |
| University 4 year | Initial program developed over 30 years data on implementation not available. | | |
| Head Start LDP 6 weeks | Grant announcement from OEO; University Adm. staff & Dept. of Ed. staff wrote proposal. | OEO and Head Start assessed need in centers; University responded. | Staff from Dept. of Education and some of early participants in LDP sessions. |
| Family Day Care 1 year | College pres. & staff member identified funds; Current director wrote proposal. | Assess community interest in contact with family day care mothers. | Current director hired to carry out program proposal; Was part of instructional staff at college. |

Program Director Data Summary: Written & Oral Combined

Activities Involved In Planning & Implementing Program: (O-5a)

| | Facilities | Student Recruitment/ Selection | Curriculum Development | Other |
|---|---|---|---|---|
| High School 1 year | School district bought house located adjacent to h.s. for lab. | Prepared presentation for h.s. home ec. classes Informal application & interview with teacher/ director. | Mainly how to develop participation component/amount of time. Other from materials developed during special institute. | Recruiting children for lab center. |
| High School 2 year | First program in renovated home ec. class; later ones in specially designed facilities. | Done by teacher in 1st. program; Always thru local school by teacher & committee of staff. | Initially teacher in 1st. program, w/home ec. coordinator & child devel. consultant. Expanded later. | Children from local EOA center selected 15 children for 1st. program. |
| Post-Secondary 2 year | Planned renovation of facility in elementary school; | Prog. Dirc. contacted h.s. counselors, visit hs.; gave presentation. Interview students; School counselor partially. | Based on materials from earlier work & guide prepared at special conference; other teacher developed materials. | Recruitment of children for lab. was extensive; canvassed neighborhood & announcements in public schools |
| Jr. College 2 year | Initially those classrooms located in the jr. college. after two yr. had own lab. centers (3) | Not extensive, just handouts at registration, announcements, newspapers, No selection. | Individual staff resources initially. Current director hired for further development, expansion. | |
| University 4 year | Currently use Dept. preschool on Univ. campus Begin use of community centers 3 years ago. | None. | | Program implemented 30 yrs. ago and has undergone many changes. |
| Head Start LDP 6 weeks | Use University campus school: 1/2 for Headstart plus known community centers; Dorm space, classroom provided. | Done through local Head directors & RTO's. Send students to program. | Educ. Dept. staff & prof. condensed regular curriculum for program. Continual modification of general format. | |
| Family Day Care 1 year | Located storefont in community. | Canvassed community for day care mothers & screen 68 possible participants. Students identified through college. | General outline for students, scheduling, & general plan for topics for day care mothers. | |

Program Director Data Summary: Written & Oral Combined

Who Was Involved in Planning - Implementing Program? (0-6) Same People? (0-7)

| | Administration | Institutional &/or Program Staff | Agencies/Other People | Same/Different People |
|---|---|---|---|---|
| High School 1 year | Local school dist. superintendent State Dept. of Educ., Voc.Ed, Home Econ. div. | Home economics teacher as program director | | Mainly the same superintendent & teacher/director |
| High School 2 year | Initial planning & impl. by child devel. consultant & Home Ec. Coordin. | Principal & teacher in school. | Dept. of Plants & Planning for facilities | Mainly consultant & home ec. coordinator; spin-off to principal & teacher. |
| Post-Secondary 2 year | Long range planning by State Dept. of Education, Voc. Ed., Home Ec. | Voc Tech Director Dept. Chrm/director with child devel. consultant | | Implementation mainly by Child Development Dept. chrm/as program director. |
| Jr. College 2 year | Support and interest from Pres. & Dean | Various faculty developed/input for courses. | State Dept. Child & Family Services: Licensing Director | Current director hired to develop initial program and expand; basically same as in early planning phases. |
| University 4 year | Not known other than Dept. Chrm. & Director of preschool | Currently program staff with Deans determine program. | | Some continuity, but constant staff turnover. |
| Head Start LDP 6 weeks | University adm. staff & Dept. Chrm. in writing proposal. | Dept. staff, & program staff in developing curr. Staff does re-current planning | Regional training officers & center directors select & refer students. | Adm. did early proposal, program staff did implementing & developed detail. |
| Family Day Care 1 year | College Pres. & adm. staff made funding arrangements and hired director. | Current director did proposal & actual development of program. | Students w/staff did canvassing of neighborhood for day care mothers. | After initial implementation program dir. & staff primarily involved. |

Program Director Data Summary: Written & Oral Combined

Problems in Program: Planning & Implemention (O-8)

High School
1 year

Curriculum: figuring out how to provide practical experience for students.
Participation Setting: none available in community
Community Interest: General lack of interest initially.
Children for Program: parents not willing to bring their children
Other: afternoon scheduling for children; or not? Transportation for children.



High School
2 year

Funds: for meals for preschool children not available to school system; now charge fee for meals. 50¢/day.

Post-Secondary
2 year.

Administration: too difficult to be director of lab center and dept. chm.
Children for program: couldn't get enough children because of time of year.

Program Director Data Summary (con't)

Problems in Program: Planning & Implementation (O-8)

Jr. College
2 year

Curriculum: centers for participation; good observation facilities

Administration: recognition of need for program on other affiliated college campus

Staff: need someone with time to work w/community agency, students, plan for needs of immediate group; setting up practicums

University
4 year

Administration: lefinitely a problem, iittle direction provided

Students: stud nts are caught between staff with different goals.

Other: program objectives are particular to staff members; vague; differences in new and older staff.



Head Start LDP
6 weeks

Students: addressing total range of students: varied job, academic; experiential backgrounds.

Other: Could not anticipate certain student problems, such as personal, emotional, or health.

Family Day Care
1 year

Staff: need more staff for legwork in community

Program Director Data Summary: Written & Oral Combined

| | How Long to Plan And Implement (0-56) | Maximum Capacity of Program (0-9) | |
|---|---|---|---|
| | | Opened at Full Capacity? | How Long to Reach Capacity? |
| **High School** 1 year | 1 yr. from attendance at Institute, summer, 1969-fall, 1970. | Yes, 15 students with laboratory center licensed for 15 children. Not at capacity in number of preschoolers. | Initially opened at this level. |
| **High School** 2 year | About 6 months, Spring-August 1966. | No. began with one school: 1 teacher per 15 students. Expanded to total of 9 schools; with 1/15 students/15 preschool children. | Opened in 1966 with 1 school; 1971 have 9 schools. |
| **Post-Secondary** 2 year | 3 months: June-Sept. 1967 Student entered Sept. open lab. Dec. 1967 | No. began with 25 students. Now have 80 day students & 120 night students. | Opened in 1967. In 1971 would be possible to have more. |
| **Jr. College** 2 year | One month after conference: Initial course (1) in Sept. 1964; Feb. 1965 further developed courses; 1967 developed own day care facilities. | No. opened with 2-4 classes, which was capacity at the time. Expanded to 5 jr. college campuses: about 1500-2000 students. | Enlarged over 6 yrs. Could expand to other campuses. Max. would be determined by job market & nat'l. interest in day care, & saturation level of field. |
| **University** 4 year | Implementation time unknown. | No. Program began 30 yrs. ago. Currently have 160 undergraduates. | May be beyond cap.; Have set lim. at current 50 srs. & 60 jrs. bec. of problems in placements for practicum & staff decrease in 3½ people: Replacements (2) will div. time between grad. & undergrad. work. |
| **Head Start LDP** 6 weeks | Few weeks. Recurrent planning for each session. | Yes. 20-25 students per session. Began with this number/session. | Max. because of difficulty in adequate placement & supervision during student teaching. |
| **Family Day Care** 1 year | one month. July-August, 1970. | No. Began with 7 students and 22 family day care mothers. | In 2nd year will have 9 students and 30-32 family day care mothers. |

Program Director Data Summary: Written & Oral Combined

| | Present Student Enrollment (W-44) | Enrollment Last Year (W-45) | How Many Entering At Next Enrollment (W-46) | Number Can Accommodate (W-47) | Number of Students/Class (W-25) |
|---|---|---|---|---|---|
| **High School** 1 year | 15 | no program last year. | 13 students Fall 1972 | 13-15 year | 15 students total not more than 3-4 in lab.work at one time. |
| **High School** 2 year | 300 | 225 approx. | 225 Fall 1972 | 500 | 15 students, 15 preschoolers in each lab. |
| **Post-Secondary** 2 year | 80 daytime 120 nighttime | 50 | 25 Fall quarter | 20/quarter | About 25 entering students per quarter, usually finish with 20. Classroom instruction size about 18 students. |
| **Jr. College** 2 year | 1500 includes 282 Head Start Suppl. Training students | 1200 | 200 students | | Varies according to type of class. Max. about 35-39 per teacher. |
| **University** 4 year | 143 Total 53 seniors 60 juniors 30 sophomore | 123 Total 45 seniors 50 juniors 28 sophomores | Not able to tell | Unknown, without new staff, program may be over-enrolled. | Varies by type of class: large lectures and smaller groups. |
| **Head Start LDP** 6 weeks | 22/session | 110 for Fy 1970-71 | None, program is discontinuing in present form. | 22-25 | 20-25 per session: average 22 students. |
| **Family Day Care** 1 year | | no program last year. | 30-32 Fall 1972 | 30-32 | Small group meetings with Family day care mothers have about 4-5. Students meet as total group weekly. |
| Day Care Mother | 20 | | | | |
| Students | 7 | | 9 | 9 | |

Program Director Data Summary: Written & Oral Combined

How Difficult to Expand to Train More People? Different Level? (0-40)

| | | CONSTRAINTS/PREREQUISITES | | | | |
|---|---|---|---|---|---|---|
| | GENERAL ASSESSMENT | Administrative Support | Funds | Staff | Facilities | Programming |
| High School 1 year | Could train for supervisory level | | | More experience needed by teacher/ director. | | |
| | Difficult to in number of students over 15. | | | | Space limits no. of children for students to work with | Students would not have enough time/ hours with children. |
| High School 2 year | No difficulty | School system has interest | Main problem is money | Could hire staff | Could increase number of labs. and participation settings. | |
| | Expand to other schools. | | | | | |
| | To increase no. of students/lab. | | | Would need another teacher. | Would need more space per lab. to accomodate students & children. | Would perhaps group preschoolers into 2 groups |
| Post-Secondary 2 year | Not too difficult based on experience. | | | Would need additional supervisory staff. | Would require larger lab. for more children & students. | |

Program Director Data Summary (con't.)

How difficult to Expand (con't) (040)

| | GENERAL ASSESSMENT | CONSTRAINTS/PREREQUISITES | | | | |
|---|---|---|---|---|---|---|
| | | Administrative Support | Funds | Staff | Facilities | Programming |
| Jr. College<br>2 year | No difficulty. Have the know-how | Some problems in recognition of needs related to starting this kind of program. | Only need money . . . Problem only in that have expanded beyond possibilities & priorities of present administration of some campuses. | Could hire staff, etc. | | |
| University<br>4 year | Unlikely to expand in areas of undergrad. or in-service training | Would depend on the commitment of deans. | | Current staff limited | | Major problem in placement of students in practicum. |
| Head Start LDP<br>6 weeks | Difficult to have more than 25 student/session. | | | Supervision for practicum | | Problem in placement of student teachers. |
| | Could not have more than 5/8 wk. sessions. | | | | | 40 weeks for training; also need 12 wks for planning & field follow-up. |
| Family Day Care<br>1 year | Would not be difficult | | | Would need more staff. | | |

Program Director Data Summary: Written & Oral Combined

How Would You Go About Expanding Your Present Program? (O-41)

| | Expand Curriculum/ Content | Program Operations | Add Staff | Facilities | Other |
|---|---|---|---|---|---|
| High School 1 year | Develop summer course or short ones; evening classes for adults | Possibly cooperate with voc. school in use of facilities. | Would need to have another staff member to assist w/ summer program. | Increase lab. space to bring in more children. | Would need more children in lab: two groups of 3/4 yrs. |
| High School 2 years | Perhaps develop pre-parent ed. for all students interested. | Potential for year round operation (4 qtr. rather than 3) | Have additional person to help in lab. center: paraprofessional | develop program in other districts/ schools. Dev. observation facility. | Group children into two groups in the lab. |
| Post-Secondary 2 year | Currently doing this, with recent night prog. & aide level. Develop nutrition, health aide, family day care training. | Would like to extend lab. for evening classes. | Curriculum spec. & more supervisory staff. | Lab size increase for 100 children better observation facilities, play space. | Over 5 yrs. graduate 100 aide, 100 assist. per yr. to meet community need. |
| Jr. College 2 year | Based on core curriculum for child development, add courses for specific occupations. | | Would hire director/staff | Get classroom space. Would like own observation facilities | Recruitment no difficulty: just advertise the availability. |
| University 4 year | Earlier exposure to teacher role thru courses at soph. level. | Go to other institution. | | | |
| Head Start LDP 6 weeks | | Extend to 8 wks. | Would need more staff. | | More follow-up; change program role to one of monitoring function. |
| Family Day Care 1 year | Various changes currently incorporated into next yr. proposal. Continue child course for family day care mothers. | Form committee & organization of mothers. Include loan fund for equip. & facilities. | Will have 9 students. 5 family day care mothers will act as "field faculty" to help recruit/train new mothers. | | |

Program Director Data Summary: Written & Oral Combined

What is the Administrative Structure of the Program (0-10)

| | GOVERNMENTAL | | | INSTITUTIONAL |
|---|---|---|---|---|
| | Federal | State | Local | |
| High School 1 year | | State Dept. of Education, Vocational Education, Home Econ. Div. | Independent school district, under local school board & School Superintendent. | Principal, teacher/director in home economics occupational |
| High School 2 year | | State Dept. of Education, Vocational Education, Home Economics. | City School System with 5 districts each with area superintendent; school board. | Coordinator for home economics responsible for 90 teachers in all areas of home ec. curriculum: child care & child development is part; in 9 schools. |
| Post-Secondary 2 year | | State Dept. of Education, Vocational Education, Home Economics Div. | City School System Vocation/technical school, post-secondary. | Director of Area Vocational School with Chairman of Child Development Dept. as head of child care training and instructional courses. |

Program Director Data Summary (con't.)

What is the Administrative Structure of the Program (O-10)

| | GOVERNMENTAL | | | INSTITUTIONAL |
|---|---|---|---|---|
| | Federal | State | Local | |
| Jr. College<br>2 year | Included as special projects are Pub. Ser. careers; Model Cities training Headstart supple. training. | State Board of Higher Education; State Jr. College Board. | Public community college: Jr. College District.(City) operates on 7 major campuses. Dean for each campus. Board of trustees. | VP for Career Programs w/Human Services on sub-division; Child Care operates at a dept. level on 5 campuses, w/dept. chm. & curriculum coordinators. On one campus part of total human service curriculum program. Director of Institute/Dean of one campus responsible. |
| University<br>4 year | | Public State University | One campus of the University. | In College of Agr. & Life Sciences: School of Family Resources & Consumer Sciences. 4 depts/adm. by Dir. & Assoc. Dean. 2 major area in the Dept of Home Management & Family Living: Child dev. & Preschool teaching; Preschool & Kindergarten Education. With dept. chm. & instructional staff. |
| Head Start LDP<br>6 weeks | Direct responsibility to Federal level Encompasses three states as the training region. Shifting to regional administration. | State University auspices. Regional training officers for three states coordinate, refer students. | | Under the auspices of Dept. of Education, Dept. Chm. as Program Director with Assistant Dir./supervisor; instructors/super./ & lab. teachers. |
| Family Day Care<br>1 year | Direct responsibility to Federal level for grant to private college. One of several Fed. projects: Headstart Supplementary training: EPDA: early childhood. | | | Under the auspices of private 2 year upper division college. College President, and program director w/ assist director and staff. |

Program Director Data Summary: Written & Oral Combined

| | Program Budget & Cost Categories (W-12) | | | With Changes Since Start of Program (W-13) | | | |
|---|---|---|---|---|---|---|---|
| | Total | Salaries | Facilities | Equipment & Supplies | Operating Expenses | Participant Support | Other |
| High School 1 year | $34,000 | $10,300 | $19,500 * | $ 4,500<br>2,800: equip.<br>1,700: suppl. | $500 | --- | --- |
| | 100% | 28% same | 57% decrease to $500 | 13% decrease to $500 | 2% same | --- | --- |
| | | | * House bought by school district; not counted as part of program budget. | | | | |
| High School 2 year | Part of total school budget | | $12-15,000 to build/ equip. one; 8 lab. centers | $45,000 (state local) | | | |
| Post-Secondary 2 year | $200,000 | $120,000 60% Increase | $20,000 10% Increase | $40,000 20% | $20,000 10% Increase | --- | --- |
| | | | | | | --- | --- |

Program Director Data Summary (con't.)

| | Program Budget & Cost Categories (W-12) | | | With Changes Since Start of Program (W-13) | | | |
|---|---|---|---|---|---|---|---|
| | Total | Salaries | Facilities | Equipment & Supplies | Other: Operating Expenses | Participant Support | Other |
| Jr. College 2 year | Total Program: Data Not Available | Child Care Program area part of total college budget for various campuses. | | | | | |
| | Special Projects | | | | | | |
| | Head Start Supplementary: (n=282) | | | | | | |
| | $43,858 | $16,000 36% | $780 1.7% | $195 .4% | -- | $12,000* 27.4% Tuition to senior college | $6,000* 13.7% Course lectures |
| | Model Cities Day Care (n=50) | | | | | | |
| | $51,288 | $46,910 91.5% | $560 1.09% | $1,708 3.3% | -- | $303 .6% | -- |
| University 4 year | Data Not Available All Increase | Approx. 60% total | -- | -- | -- | None | -- |
| Head Start LDP 6 weeks | $246,000 (approx.) (n=125) | $68,000 28% Increase | $13,000* 5.3% *includes overhead and direct costs. Decrease | $4,300 1.7% | -- | $167,000 68% | $4,000* 1.6% *student follow-up |
| Family Day Care 1 year | $73,000 Fixed budget: No change (22 FDC mothers 7 students.) | $31,000 43% | $3,000 4.1% | $2,000 3.0% | $28,000 40% | $9,800 13% | -- |

Program Director Data Summary: Written & Oral Combined

| | Source of Funds (W-11) | | | | | Funding Authorization (O-11) |
|---|---|---|---|---|---|---|
| | Federal | State | Local | Tuition | Other | |
| High School 1 year | 100% Federal:State:Local Mix<br>First year:<br>75% Federal & State<br>Second year:<br>50% Federal & State<br>(Federal:State:Local ratio, 1:6:7) | | 25% school district<br>50% school district | None | Minimal charge to parents for children in lab center: $2.50/wk/ | Under Vocational Education Amend., 1968.<br>Exemplary State program: Occupational Home Ec. |
| High School 2 year | 100% Federal:State:Local Mix<br>50% Federal/State Funds through State Dept. Ed. supplement teacher salary & equipment<br>Student work-study: paid by NYC, Model Cities, & Title I. | | 50% School system furnishes facilities basis teacher salary some supplies | None | Minimal charge for meals for children in lab. centers. | Vocational Education Amendments, 1968.<br>Basic Grants to States Occupational Home Economics<br>ESEA, 1967<br>Model Cities Demonstration Act, 1966<br>Economic Opportunity Act. |
| Post-Secondary 2 year | 100% Federal:State:Local<br>50% Federal/State funds supplement teacher salaries and equipment. | | School facilities | Minimal | Student internship in 8th qtr. paid by various centers. | Vocation Education, Amendment 1968<br>Grants to States Occupational Home Economics. |

Program Director Data Summary (cont.)

| | Sources of Funds (W-11) | | | | | Funding Authorization (O-11) |
|---|---|---|---|---|---|---|
| | Federal | State | Local | Tuition | Other | |
| Jr. College<br>2 year | 100% Federal: State: Local Mix<br>Basic occupational training program receives unspecified portion from State/Federal through St. Dept. of Vocational Education. | | Local tax money. | Student fee minimal. | | Vocational Education Amendment, 1968: Basic Grants to States. |
| | 100% Federal: Special Projects: Model Cities, Head Start Training. | | | | | Economic Opportunity Act.<br>Model Cities. |
| University<br>4 year | 100% Federal: State: Local Mix<br>Proportion of each source unknown; Departmental funds allocated through University. State Vocational Education, Home Econ. would be part. | | | Student tuition combined with other Federal/ State/Local funds. | | Vocational Education Amendment, 1968, with other. |
| Head Start LDP<br>6 weeks | 100% Federal funding | | | University waives tuition. | | Economic Opportunity Act: Training Money. |
| Family Day Care<br>1 year | 100% Federal funding | | | | | Social Security Act, 1967: Title IV Research and Demonstration Grant. |

Program Director Data Summary: Written & Oral Combined

| | Requirements for Use of Funds (0-12) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Occupational Category | Staffing | Course Content | Student Characteristics | Evaluation & Reporting | Administrative Approval | Other |
| High School 1 year | Occupational home econ. | Supplement teacher salary & part equip. | | | Student follow-up | State Dept. Educ. Voc. Ed. | 50% Local 50% State-Fed |
| High School 2 year | Occupational home ec. | Supplement teacher salary | | | Student follow-up | | |
| Post-Secondary 2 year | Occupational home econ. | | | NYC funds: poverty level | | . Director Voc Tech school . State Dept. Ed. Voc. Ed. | |
| Jr. College 2 year | Various; training ends in employment | | Head Start Supplementary Academic prog. geared to early childhood | Residents: Model Cities, Head Start employees. Teacher aides under Board of Educ. Employee M.C. Day Care. | | | |
| University 4 year | None | | | | | | |
| Head Start LDP 6 weeks | | | | employees Head Start | 1/year | Yearly | follow OEO general program guidelines trainee subsidy. |
| Family Day Care 1 year | | | | | 1 yr. for 3 years submit proposal & carry out. | Yearly | |

Program Director Data Summary: Written & Oral Combined

If Available What Priorities in Allocating Additional Federal Funds (O-13)

| | Student Work/Study | Faculty | Facilities | Scholarships | Loans | Grants | Other |
|---|---|---|---|---|---|---|---|
| High School 1 year | | First most applicable to H.S. level | Second | ------- These do not apply to high school program --------- | | | |
| High School 2 year | First main problem for program | Second | Third | | | | also need money for films and books |
| Post-Secondary 2 year | Second | First, for supervision during practicum field placement; a limiting factor in expansion | | Third, for exceptional students | | | |
| Jr. College 2 year | Third | First | Second | | | | |
| University 4 year | | | | | | | would not like training programs part of large universities. Need programs developed to meet trainees need rather than confined in university structure |
| Head Start LDP 6 weeks | | | | | | | for more LDP on campus, to serve the people at the college; increase programs for those who are not being included. |
| Family Day Care 1 year | | | | Second, for student to learn while being paid | | First Family day care mothers | |

Program Director Data Summary: Written & Oral Combined

What In-Kind Contributions Do You Receive For Your Program (O-14)

| | Staff Time | Facilities | Participation Settings | Student Salaries | Other |
|---|---|---|---|---|---|
| High School 1 year | | Lab center bought by school district not considered part of program budget. | | | Minimal Materials & Piano |
| High School 2 year | Cooperating teachers in Community settings. | | Program in community for participation. | Work-study salaries | |
| Post-Secondary 2 year | interns staff lab. center cooperating teachers | | | Community programs pay students in last qtr. | Well-baby clinic provides health care to some children. |
| Jr. College 2 year | | some space | | some student salaries | no major contributions. |
| University 4 year | Cooperating teachers | | programs in community for participation | | |
| Head Start LDP 6 weeks | University staff give lectures; cooperating teachers in participation settings. | | programs in community for participation | | student tuition waived by University |
| Family Day Care 1 year | College staff; some special lectures | | | | Consultation from director of children's school at college on curriculum for children in family day care. |

Program Director Data Summary: Written & Oral Combined

| | Is Program Self Contained? (0-15) | Institutional Resources Incorporated (0-16) | | | | | |
|---|---|---|---|---|---|---|---|
| | | Administrative Assistance | Instructional Staff | Course Work | Facilities | Materials & Equipment | Other |
| High School 1 year | Yes, instructional program | Yes, superintendent relations of school board. | | Students take other course work concurrently. | Yes, Library; Lab. center | Yes | Yes, support staff; speech therapist, psychologist |
| High School 2 year | Yes, instructional program | Yes, staff personnel services for teaching staff | | Yes, students take other h.s. courses concurrently | Yes | Yes | Yes |
| Post-Secondary 2 year | Yes, self-contained instructional program - lab. has indep. budget. | Yes, admissions, bookkeeping, registration | | | Yes, library classrooms at Voc-Tech; | | Yes, counseling services, student testing. |
| Jr. College 2 year | No - part of program of City Colleges | Yes, all resources of college | | | | | |
| University 4 year | No | Yes, Departmental and University | Yes, various | Yes, Educ. dept & others; Students take courses in Ed. dept & others. | Yes, Classrooms, lab. center, Library, etc. | Yes | |
| Head Start LDP 6 weeks | Yes | | Yes, Dept. & Univ. staff as speakers special areas | | Yes, all incl. dorm space for students library; lab school | | |
| Family Day Care 1 year | Yes | Yes, budgeting/financial | Yes, All project staff are part of faculty of college; other staff used as speakers. | Yes, students take other courses | Yes, childrens school; library | Yes | |

Program Director Data Summary: Written & Oral Combined

What Cooperative Arrangements Do You Have With Other Agencies/Institutions? (O-17)

| | Participation Settings | Instructional Staff | Curriculum |
|---|---|---|---|
| High School 1 year | public kindergarten for 2 students only. | | |
| High School 2 year | public elem. schools Model Cities, EO Agency Centers, Community Schools | Cooperating teachers in outside participation settings. | trying to coordinate with state college & voc. tech on credits and courses. |
| Post-Secondary 2 year | During last year students work in various settings, | Cooperating teachers in participation & internship | Developing preschool training curriculum with secondary school system |
| Jr. College 2 year | | 4 spec. in special ed. from public school system | advisory committee. consultation on development. Local schools recognize courses and credits. |
| University 4 year | day care/nursery schools, Head Start program, public schools | cooperating teachers in community participating settings. | Independent study course: Student works in child related community program. |
| Head Start LDP 6 weeks | public schools; day care centers; observe in childrens Hospital | in participation settings, e.g. public schools | University Dept. of Educ: course credit. Presentations by various community organizations/agencies. |
| Family Day Care 1 year | 5 slots in coop nursery school 2 day wk for children in family day care. 22 Family Day Care Homes | | |

Program Director Data Summary: Written & Oral Combined

What Cooperative Arrangements Do You Have With Other Agencies/Institutions? (O-17)

| | Student/Salary Employ. | Student Selection | Services | Other |
|---|---|---|---|---|
| High School<br>1 year | advisory committee member in welfare dept. make suggestions for placements; | | | |
| High School<br>2 year | | | | advisory committee input and recommendations. Various groups represented. |
| Post-Secondary<br>2 year | Interns paid in last qtr. by community centers; Some programs used for internships hire students. | | health services for children; take referrals from clinic into program lab. under certain circumstances. | advisory committee representing wide range of groups have input and recommendations for program. |
| Jr. College<br>2 year | Some students have work/study | Incorporate projects such as Model cities Head Start send students. | | through professional organizations have contact with service provider; licensing; public schools. |
| University<br>4 year | | | | |
| Head Start LDP<br>6 weeks | | RTOs send students to program | | |
| Family Day Care<br>1 year | | | Homemaker Service Public Library, Family Mental Health Clinic, Health Dept, Licensing Dept. | |

Program Director Data Summary: Written & Oral Combined

What Are Your Responsibilities: (O-2)

| | Administration | Coordination | Supervision | Instructional | Lab/Demonstration Component |
|---|---|---|---|---|---|
| High School 1 year | | entire program scheduling with high school program. | Staff (1);students and children in lab. center | teaching in regular home ec. & students in child care class; lab; nursery school | direct lab. center; selected children & run nursery. |
| High School 2 year | some | State Dept. for funding and expansion | primary - entire program | work with teacher in-service training | coordinate home ec. program assignments. |
| Post-Secondary 2 year | total Dept of Child Development | with Voc-Tech. School Admin. | student; lab staff, other instructional staff | in-service for lab. staff; previously courses for students. | Administrative; not operation. |
| Jr. College 2 year | budget; staff hiring | instructional areas in total programs. | special projects; entire program including child care. | | |
| University 4 year | on committee for dept.-budget; Dean & Adm. responsible | within dept & with Education Dept. in University. | Students | undergraduate students in program: primary; 1/4 time during academic year directs 4-C training project. | |
| Head Start LDP 6 weeks | budgeting; pay participants reporting | training settings; regional & federal | Students in training settings | Students | |
| Family Day Care 1 year | budget; reporting, staff hiring. | w/college ADM; student & FDCM | students & staff | project - students & family day care mothers | |

Program Director Data Summary: Written & Oral Combined

| | What are Your Responsibilities: (O-2) | | | |
|---|---|---|---|---|
| | Student Recruitment/ Selection | Program/Curriculum Development | Evaluation | Public Relations/ community activities |
| High School 1 year | presentation to high school classes and interviews. | initial & continuing for child care course | students in course. | parents, school board, general community. |
| High School 2 year | done by individual school, teachers | major identifies teacher; works with principal and area superintendent. primary; training and preschool. | total program in 9 schools | |
| Post-Secondary 2 year | Minimal recruitement & selection. | develop & implement Child Develop. Dept. All areas in Dept. of Child Development | with training staff. | 4-C; local boards; state committee; prof. org. GAEYC. Community centers directors and job development. |
| Jr. College 2 year | Minimal recruitement; no selection | ongoing and new instruct-ional areas in general instructional areas, staff does specifics. | entire program including child care | Community relations. |
| University 4 year | | 5 courses and departmental courses in preschool and early childhood ed. | student evaluation | teachers, directors, participation settings. |
| Head Start LDP 6 weeks | | content initially through response; course content. | student evalua-tion; conferences; written work; field work evaluation; follow-up at local center. | |
| Family Day Care 1 year | from student applicants word of mouth; written announcements | all phases; general course content to cover with students and day care mothers. | Student evaluation | identify FDCM; in community, community resources and observ-ation cites. |

Program Director Data Summary: Written & Oral Combined

| | Responsibility for Selecting Staff (O-18) (W-24) | What Qualifications/Characteristics Looked For In Teacher Selection? (O-20) | | | |
|---|---|---|---|---|---|
| | | Education/Academic Experience | Prior Experience | Attitudes/ Qualities | Other |
| High School 1 year | Primarily school principal, approved by local school board, Advisory committee-recommendations. | | exper w/young children; in hiring aide couldnt find anyone with experience. | accept what students doing; teacher allows students responsibility with children. | only want half-time work; aide salary. |
| High School 2 year | School system personnel director with consulation with program consultant | Vocational degree preferably home ec, most HA Child Devel or early childhood; some BA. those with basic home ec. (family life, nutrition etc) have had better success than those with just early childhood education. | not required, but knowledge of school and systems helps with establishing rapport with students | | |
| Post-Secondary 2 year. | Voc-Tech director authorizes new staff openings Dept. Chairman selects & hires instructional & lab. staff | good child devel Masters level but they don want to work in day care/ work with child directly | would like some good day care people, but hard to find | relates well to students; teacher will share children with students. | good demonstration teacher to get skills across to students. Young teacher with lots of energy |

Program Director Data Summary (con't)

| | Responsibility for Selecting Staff (O-18)(W-24) | What Qualifications/Characteristics Looked For In Teacher Selection? (O-20) | | | |
|---|---|---|---|---|---|
| | | Education/Academic Experience | Prior Experience | Attitudes/ Qualities | Other |
| Jr. College<br>2 year | Program Director is Dean of one campus; consent of college pres. Advisory committee & staff recommend people | Certain personal qualifications and general academic requirements (unspecified) | Work/practical experience in early childhood or related, e.g. home ec., health, nutrition | Commitment to the field; warm, flexible | Appropriate behavior in context |
| University<br>4 year | Dean of School (Family Resources & Consumer Services) within University & departmental executive committee | Current Criteria: Ph.D. and publications<br>Desirable: training as teacher trainer | Experience in teacher training rather than in prog. for children; Exp. with parent control & community involvement | Interest in research<br>Commitment to teacher training model, community & parent involvement; Interest in undergrad. students | Bright |
| Head Start LDP<br>6 weeks | Program Director; Univ. Dept. of Edu. informal approval | Competency, but not just academic background; People they've trained in program | Varied backgrounds in staff; experience in community members of local community | Sensitivity | |
| Family Day Care<br>1 year | Program Director | | Worked with different kinds of people, part of "community": knows language or ethnic group, e.g. Spanish speaking, black | "Open" and flexible; very open to criticism from students | Common sense & ability to work with people |

Program Director Data Summary: Written & Oral Combined

| | How Is Your Staffing Pattern Determined (0-19) | | | |
|---|---|---|---|---|
| | Teacher:Student ratio | Program Content | Program Components | Other |
| High School<br>1 year | Ratio 1/15 Student/<br>15 Children | | Necessary for supervision of students & preschoolers in lab. | Number of hours teacher/director could be in lab. center. |
| High School<br>2 year | Basic 1:15; Maximum 30-35<br>(2 groups, ½ day each) | | Start-up only 1 teacher; with 2nd yr. component need (1) additional 2 teachers for intern supervision. | |
| Post-Secondary<br>2 year | Voc. Ed. specifies 1:12 minimum to offer a course | Special Education content | Supervision; Administration; Instruction; Lab. program. | |
| Jr. College<br>2 year | Gen. class instruct.<br>1:35-39 per course | Whatever appropriate for activity | Varied needs of special projects; e.g. supervision | |
| University<br>4 year | Unknown: student numbers increasing with staff currently decreasing. | | | |
| Head Start LDP<br>6 weeks | | | Needs of program & students, participation & follow-up. | |
| Family Day Care<br>1 year | Enough students to allow for release time for day care mothers. Initially 7 students: 22 family day care mothers. Next year approx. 10:30/32. | | Program needs such as research/writing tasks and community contact work. | Need to balance high cost of personnel with student/Family Day Mother numbers. |

Program Directors Data Summary: Written & Oral Combined

What Changes In Staff Selection, Make-up, Policy? (O-21)

| | Administrative policy | Staff Addit ons/Background | Role/Task Differentiation |
|---|---|---|---|
| High School<br>1 year | | Hire fully qualified nursery school teacher for lab. center | Teacher/director would prefer to spend more time on basic home ec. instruction; Student supervision; program coordination. |
| High School<br>2 year | | Need paraprofessional in lab's to help with children. | Teachers in lab. would have more time for student conferences, etc. |
| Post-Secondary<br>2 year | | Add curriculum specialist; More supervisory staff to work with students; Would like social worker. | Curriculum specialists to work with staff on developing curriculum & do staff in-service training now done by Program Director. Social worker in lab. for intake; work with parents; Staff probs. now done by lab. manager. |
| Jr. College<br>2 year | Greater freedom to draw on staff resources throughout college as in development of new components. | All program components need more staff; Need full-time staff person for community type work with students. | Community/student liason to work with community agencies; in setting-up practicum; plan for needs of immediate entering groups. |
| University<br>4 year | Entire program might be better part of adult ed. or home ec. educ. his would have implications for staff development. | Balance in research and teacher training emphasis in staff. | |
| Head Start LDP<br>6 weeks | | More staff for longer, in-depth course. | |
| Family Day Care<br>1 year | | Will add one staff person for research & writing; one other for community work, half-time. | Research and writing currently done by project director would be assumed by additional staff member. |

Program Director Data Summary: Written & Oral Combined

What is the Make-up of Current Instructional Program Staff by Function & Full/Part Time: (W-18)

| | Administrator | | Teacher/ Instructor | | Other Education Specialists | | Support Personnel | | Social Service | | Auxillary | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full | Part | Full | Part | Full | Part | Full | Part | Full | Part | Full | Part |
| High School 1 year | - | - | 1 | 1 (teacher aide) | - | - | - | - | - | - | - | - |
| High School 2 year | 1 | - | 13 | - | 1 | - | -- | *available in each school | - | - | - | - |
| Post-Secondary 2 year | 1 | - | 10 | - | - | - | 1 (counselor) | - | - | - | 1 (Sec.) 1 (Coun.) 1 (Maid) | - |
| Jr. College 2 year | 2 | 1 | 14 | 5 | - | - | *available as part of full college service | | | | | |
| University 4 year | 1 | 1 | 2 | 1 | - | - | *use full resources of the university | | - | - | - | - |
| Head Start LDP 6 weeks | | 1 | 2 | 4 | | | *available, but source not specified | | - | - | 1 | (sec.) |
| Family Day Care 1 year | 1 | 2 | 1 | 2 | - | - | - | - | - | - | - | - |

*Number and level unspecified.

Program Directory Data Summary: Written & Oral Combined

Number On Child Care Training Staff (W-17)

| | Last Year | | Present | | Next Year | | Future | |
|---|---|---|---|---|---|---|---|---|
| | Full* | Part | Full | Part | Full | Part | Full | Part |
| High School 1 year | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| High School 2 year | 13 | | 13 | | 17 | | 25-50 | |
| Post-Secondary 2 year | 11 | | 11 | | 13 | | 13 | |
| Jr. College 2 year | Same | | 15 | 5 | ? | | | |
| University 4 year | 4(0)** | 2(2) | 3(2) | 2 | 2(4) | 2 | 4 | 2-3 |
| Head Start LDP 6 weeks | 3 | | 3 | 5 | 4 | | | |
| Family Day Care 1 year | 3 | 0 | 1 | 2 | 4 | | | |

*Full refers to full-time instructional staff. Part to part-time.
**First number refers to staff for course or field experience related to teacher training.
Number in ( ) refers to staff in child development and research.

Program Director Data Summary: Written & Oral Combined

Laboratory Program Staff: (W-37)

| | Administrators | | Teachers | | Assistant Teachers | | Auxiliary Personnel | | Support Staff Social Service | | Other | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full* | Part | Full | Part | Full | Part | Full | Part | Full | Part | Full | Part | |
| High School 1 year | - | - | 1 | - | - | 1 | - | - | | | | | |
| High School 2 year | 1 | - | 1 | - | - | - | Available at each school | | | | **(F) 1 intern supervisor per school; some responsible for 2 schools. | | |
| Post-Secondary 2 year | 1 | - | 4 | - | 3 | - | 3 | 1 | | | | | |
| Jr. College 2 year | 1 | - | 3 | - | 2 | - | 1 | - | | | | | |
| University 4 year | 1 | - | 2 | - | - | 2 | **(P) Secretary serves total department custodial staff is part of total university | | | | | | |
| Head Start LDP 6 weeks | - | - | - | 2 | - | - | | | | | | | |
| Family Day Care 1 year | - | 1 | - | - | - | - | | | | | (P)22 family day care mothers | | |

*Full Refers to full-time laboratory staff; Part to part-time staff.
**(F) or (P) refers to full-time or part-time staff.

Program Directory Data Summary: Written & Oral Combined

Extent of Educational Preparation by Field (W-19)

| | Early Childhood Development | | | | | | Elementary Education | | | | | | Home Economics | | | | | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | A.A. | B.A. | M.A. | Adv. | Ph.D. | Number | A.A. | B.A. | M.A. | Adv. | Ph.D. | Number | A.A. | B.A. | M.A. | Adv. | Ph.D. | | Level/ Field |
| High School 1 year | | | | | | | | | | | | | 1 | | | X | | | 1 | Teacher aide. O-j-t |
| High School 2 year | 1 | | | | | | 1 | | X | | | | 11 | | 7 | 4 | | | | |
| Post-Secondary 2 year | 4 | 1 | 1 | 1 | 1 | | 2 | | 2 | | | | 4 | | 3 | | 1 | | 1 | M.A. Special Education |
| Jr. College 2 year | 13 | 3 | | 10 | | | 5 | | | 5 | | | | | | | | | 5 | M.A. (Field not specified) |
| University * 4 year | 2 | | | 2(M.S.) | | | | | | | | | | | | | | | | |
| Head Start LDP 6 weeks | 7 | 1 | 4 | | 1 | 1 | | | | | | | | | | | | | | |
| Family Day Care 1 year | 2 | | | | 2 | | | | | | | | | | | | | | 1 | M.S.W. |
| Total | 29 | | | | | | 8 | | | | | | 16 | | | | | | 8 | |

*Other staff preparation not specified.

Program Director Data Summary: Written & Oral Combined

| | Staff in Early Childhood Ed. & Preschool Practice Teaching (W-20) | | With No Training in Early Childhood, Special Training Required (W-21) | |
|---|---|---|---|---|
| | Full-Time | Part-Time | | |
| High School 1 year | 0 | 0 | Yes | Child Development Special Workshops |
| High School 2 year | 13 | | Yes | Refresher courses for those who have been out of field |
| Post-Secondary 2 year | 11 | | Yes | Child Development Observation and Methods Student teaching at pre-school levels Special workshops |
| Jr. College 2 year | 10 | | None | They do not teach this content unless background is early childhood |
| University 4 year | 3 | 1 | | Child Development |
| Head Start LDP 6 weeks | 2 | 5 | | Not needed |
| Family Day Care 1 year | 1 | 2 | | Not needed |

Program Director Data Summary: Written & Oral Combined

Staff Level of Experience With Children: (W-22)

| | | Level of Experience | | | |
|---|---|---|---|---|---|
| | Title/Role | 6 months or less | 6 months/ 2 years | 3 to 5 years | Over 5 years |
| High School 1 year | Teacher/Director | 1 | | | |
| | Teacher aide | 1 | | | |
| High School 2 year | Teachers | | | all | |
| Post-Secondary 2 year | Training Instructors | | | 2 | 1 |
| | Lab. Teachers | | 2 | 1 | 1 |
| Jr. College 2 year | Instructors | | | | all |
| | Day Care Staff | | | | 2 |
| University 4 year | Head teacher/instructor | | 1 (a) | | 1 (a) |
| | Instructor | | | | 1 (a) (b) |
| | Specialist | | | 1 (c) | |
| Head Start LDP 6 weeks | Director | | | | 1 |
| | Lecturer/Supervisors | | | | 3 |
| | Project Assistant | | | | 1 |
| | Lab. Center Teachers | | | | 2 (d) |
| Family Day Care 1 year | Director | | | | 1 |
| | Assistant Director | | | | 2 |

(a) indicates nursery school
(b) indicates day care
(c) education director, high school cooperative
(d) indicates Head Start center

Program Directory Data Summary: Written & Oral Combined

What Kind of Service Training Do You Provide for Your Staff? (W-23)

| | None | By Program Sup/ Director | Program Consultants | College Univers. sponsors | Lectures by Specialists | Staff discussion groups | After-hours class | Other |
|---|---|---|---|---|---|---|---|---|
| High School 1 year | No formal | on-the-job for teacher assistant | | | | | | Occasional workshops conferences |
| High School 2 year | | | occasional | regular | occasional | regular | occasional | occasional conferences |
| Post-Secondary 2 year | | in-service trained all staff initially | | | occasional | regular staff meetings | | occasional conferences |
| Jr. College 2 year | | | | | | regular staff meeting | | conferences rarely |
| University 4 year | None | | | | | | | |
| Head Start LDP 6 weeks | | | regular | | regular | regular staff meetings | regular | |
| Family Day Care 1 year | | regular | | | regular | regular staff meetings | | |

Program Director Data Summary: Written & Oral Combined

| | How Present Curriculum Determined (0-25) | | | |
|---|---|---|---|---|
| | Administrative direction | Program Director | Program Staff | Institutional Staff/Consultants |
| High School<br>1 year | High School principal | General content areas; amount of participation time. | | |
| High School<br>2 year | | Home ec. coordinator primarily responsible for overall development. | Initially by first teacher in program; each teacher develops specifics. | teacher committee later developed more. 1970 adapted state guide to system use; Univ. Consultant and school system consultant. |
| Post-Secondary<br>2 year | | Determined for interns initially; as Dept. Chm. general responsibility. | Courses for interns vary with instructor; as do activities for children in lab center. | Used 4 instructors for special education content. |
| Jr. College<br>2 year | General occupational orientation; child development; specified for special projects. | Initially hired to expand curriculum and courses. | Individual instructors determine specifics of course. | faculty in various areas. |
| University<br>4 year | Some; increasing amount of administrative direction. | | mostly | |
| Head Start LDP<br>6 weeks | | Director & Staff. modify for each session. | | Initially profs. in Ed. Dept. condensed regular Sr. College program in early child ed. to short-term course. |
| Family Day Care<br>1 year<br>(for students and family day care mothers) | | Brought together materials; determined class & participation time sequence; had general plan of areas to cover. | Developed most content based on students/mothers' need/problems/ interest. | Consultant-director of Children's School in programming for child in FDC. |

Program Directory Data Summary: Written & Oral Combined

| | How Present Curriculum Determined (0-25) | | |
|---|---|---|---|
| | Student Input. | Special Workshops Conferences | Community/ Committee |
| High School 1 year | in particular areas or problems that would arise | largely influence of participation in 6 wk. institute. | |
| High School 2 year | | teachers; consultant from univ; curriculum guide | |
| Post-Secondary 2 year | | initially from Institute-child care and guidance 1967. | Advisory committee. |
| Jr. College 2 year | | Currently working curriculum related to task requirement, faculty | informal community input thru professional groups, agencies. |
| University 4 year | | | No community involvement. |
| Head Start LDP 6 weeks | Student evaluations of program -- incorporate changes, focus, etc. while participating in session determine topics, visits, etc. | | Community committee develops idea, has input. |
| Family Day Care 1 year | | | |

Program Director Data Summary: Written & Oral Combined

| | In Developing Content in Curriculum What Kind of Sources: (0-26) | | | | |
|---|---|---|---|---|---|
| | Existing Programs | Curriculum Guides | Articles/Texts Handouts | People | Other |
| High School 1 year | | Mainly written guides developed by participants at 6 wk. inst. also one for local area high schools in home, etc. | Various materials on child development, activities w/children; employment in child care; used text: The Nursery School. | Input from school principal | Films<br>Teacher workshops |
| High School 2 year | | Developed general curcurriculum guide at statewide conference; further revised by local system to suit 2 year program. | Various texts; and teacher prepared materials | Initially teacher for 1st course; General direction from Home Ec. coordinator & Child Dev. consultants; Univ. curriculum specialist | Various teacher workshops; Conferences |
| Post-Secondary 2 year | | Based mainly on earlier work in preparing high school program curriculum in other state; General guide also from 1967 Institute, Child Care & Guidance: A Post-High School Curriculum. | Use many handouts, articles; Various texts according to student reading level | Input from advisory committee; Consult-in child devel. and instructional spec. for particular content: exceptional children | |

Program Director Data Summary (con't.)

| | In Developing Content in Curriculum What Kind of Sources: (0-26) | | | | |
|---|---|---|---|---|---|
| | Existing Programs | Curriculum Guides | Articles/Texts Handouts | People | Other |
| Jr. College 2 year | In early stages looked at other programs. | | Teacher prepared materials | Mainly individual faculty; people in community: Licensing Dept. Director<br><br>Input from professional organizations, employers | Teacher/faculty workshops<br><br>Advisory group for each curriculum area. |
| University 4 year | | Some | Mainly teacher developed content, materials. | | Note: refers to particular course or joint course; not total program |
| Head Start LDP 6 weeks | Overall curriculum based on University teacher training/ child development; Dept.of Curriculum & Instruction, Ed. Psych. | | Headstart prepared materials, handbooks, articles on poverty, etc. | Specific content based on current training, staff development. Background from early childhood Dept. chm. & Dept. of Ed. staff. | |
| Family Day Care 1 year | A great deal of literature on existing programs; research & demonstration efforts in day care/training/ programs for infants | | Materials mostly in handout form; research articles; magazine articles. | Consultant from college preschool program help with curriculum/activity with children in day care homes.<br><br>Main source has been ideas by program staff & director | Use licensing standards.<br><br>Community agencies for selected on site visits. |

Program Director Data Summary: Written & Oral Combined

Percentage of Time on Various Activities (W-26)

| | Lectures | Media Presentation | Class Discussion | Observation | Participation in child care | Internship/ practice teaching | Independent Study | Other |
|---|---|---|---|---|---|---|---|---|
| High School 1 year | 10% | 3% | 17% | 5% | 60% | | | |
| High School 2 year | 25% | 25% | 17% (1 qtr. divided into activities as above) | 25% | 33% (2 qtrs. on rotating basis) | 50% (3 qtrs) | | |
| Post-Secondary 2 year. | 5% | 15% | 10% | 10% | 10% | 50% | | |

Program Directory Data Summary(con't)

Percentage of Time on Various Activities (W-26)

| | | Lectures | Media Presentation | Class Discussion | Observation | Participation in child care | Internship/ practice teaching | Independent Study | Other |
|---|---|---|---|---|---|---|---|---|---|
| Jr. College 2 year | | 20% | 10% | 30% | 10% | ------- 20% ------- | | 20% | |
| University 4 year | *Course 1 | 10% | 30% | 20% | | | | 20% | 20% ** |
| | Course 2 | | | | 30% | 70% | | | |
| | Course 3 | 30% | | 50% | | | | 20% | |
| | Course 4 | | | 25% | 5% | | 70% | | |
| | Course 5 | 75% | | 25% | | | | | |
| Head Start LDP 6 weeks | | 30% | 4% | 30% | 2% | | 30% | 4% | |
| Family Day Care 1 year | | | | | | | | | |
| | Day Care Mother | | | 50% (small group meetings 1/month) | | 50% (work with student in home) | | | |
| | Students | | | 33% | | 66% | | | |

* % time devoted within individual course; Course work specific to preschool/kindergarten teacher training.
**curriculum lab.

Program Director Data Summary: Written & Oral Combined

What Subject Area Covered in The Curriculum (W-27)

| Areas | High School 1 year | High School 2 year | Post-Secondary 2 year | Jr. College 2 year | University 4 year | Head Start LDP 6 weeks | Family Day Care 1 year |
|---|---|---|---|---|---|---|---|
| Child Growth & Development | • | • | • | • | • | • | • |
| Child Management | • | - | • | • | - | • | • |
| Guidance & Discipline | • | • | • | • | • | • | • |
| Physical Development | • | • | • | • | • | • | • |
| Nutrition | • | • | • | • | •* | • | - |
| Health & Safety | • | • | • | • | •* | • | • |
| Learning Theories & Philosophy | • | - | • | • | •* | • | • |
| Handicapped Children | • | - | • | - | •* | • | • |
| Gifted | - | - | • | - | •* | • | - |
| Cultural Differences | - | - | • | - | •* | • | • |
| Music | • | • | • | • | • | • | • |
| Art | • | • | • | • | • | • | • |
| Science | • | • | • | • | • | • | • |
| Language Arts | • | • | • | • | • | • | • |
| Math | • | • | • | • | • | • | • |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Curriculum Planning | - | • | • | • | • | • | • |
| Audio-Visual Materials | • | • | • | • | - | • | - |
| Child Center Operations | • | • | • | • | - | • | - |
| Records & Office Proc. | - | - | • | - | - | • | - |
| Food Services | • | • | • | • | - | • | - |
| Small Group Dynamics | • | - | • | • | - | • | • |
| Parent Counseling | - | - | • | • | - | • | - |
| Community Relations | - | - | • | • | - | • | • |
| Social Services | - | - | • | - | •* | • | • |
| Basic Education | • | - | • | •* | •** | • | - |
| Employment Orientation | • | • | • | - | - | • | - |

*Yes, through other department.
**Yes, as needed.

Program Director Data Summary: Written & Oral Combined

| | Specific Curriculum of Early Childhood Model (W-31) | | | GAPS IN MATERIALS (W-30) |
|---|---|---|---|---|
| | Which one | Why | Why Not | |
| High School<br>1 year | Curriculum dev. 1969 at EPDA Inst. on child care aid training at Iowa State. Had helped develop it & was familiar with it; students working w/children every day & in class each day was good. | | | Children's relationship with parents.<br>Employment guidance in child care. |
| High School<br>2 year | No specific model | | We need to dev. materials for special cultural groups | Need to work W/preschool specialist in certain specifics:<br>(1) Child language<br>(2) Use of teaching machines<br>(3) Team concept |
| Post-Secondary<br>2 year. | Yes, Combination of High School training and and USOE curriculum model. | | We are attempting to dev. our own. | Materials written for low reading level<br>Material related to training for day care |

Program Director Data Summary (con't)

| | Specific Curriculum of Early Childhood Model (W-31) | | | GAPS IN MATERIALS (W-30) |
|---|---|---|---|---|
| | Which one | Why | Why not | |
| Jr. College<br>2 year | No - developed our own model | | There were no packaged models for AA level when our program started | Materials for black children in a non-disadvantaged setting. |
| University<br>4 year | Yes - Teacher Education model | This can focus on ways to teach teachers rather than a particular model | | Administration of full-day group program.<br>Parent control of programs. |
| Head Start LDP<br>6 weeks | Yes, cognitive developmental open structure Piagetian British Infant School | Best meets child's intellectual, social, emotional, physical development | | None |
| Family Day Care<br>1 year | No specific model | | | There is very little written on family day care, therefore reading materials had to be developed from other existing material. |

Program Director Data Summary: Written & Oral Combined

| | Are Courses Presented In Same Sequence (W-28) | Program Same As Last Year (W-29) | | | |
|---|---|---|---|---|---|
| | | Number of courses | Scope | Course Content | Requirements |
| High School 1 year | No | Same | Expand | Expand | Same |
| High School 2 year | Yes, Varies if group needs it | Same | Expand | Expand | Same |
| Post-Secondary 2 year | Yes | Expand | Expand | Same | Same |
| Jr. College 2 year | No, Students do not always follow the same sequence of courses | Expand | Expand | Expand | Same |
| University 4 year | No, Requirements identified; sequence for most courses is flexible and each student plans his/her own schedule | Fewer | Fewer Same | Same | Same |
| Head Start LDP 6 weeks | Yes | Same | Same | Same | Same |
| Family Day Care 1 year | NA | NA | | | |

Program Director Data Summary: Written & Oral Combined

| | Have Demonstration/Lab. Program Under Auspices Of Training Program? (W-34) | Demonstration Program Used the Same Months As Instructional Program? (W-36) | Do You Use Programs In Community For Observation/ Student Participation? (W-35) |
|---|---|---|---|
| High School 1 year | Yes. | Yes. Lab. begins after one month of initial instruction. | Yes. |
| High School 2 year | Yes. | Yes. Children in lab. come after 1st qtr. Students spend initial time on instruction. | Yes. |
| Post-Secondary 2 year | Yes. | Yes. Full-year operation. | Yes. |
| Jr. College 2 year | Yes. | Yes. | Yes. This applies primarily to students who are employed in centers during training/or practicum. |
| University 4 year | Yes. University Nursery School | Yes. | Yes. |
| Head Start LDP 6 weeks | Yes. University Campus School | Yes. Full-year operation. | Yes. |
| Family Day Care 1 year | Yes. | Yes. | Yes. |

Program Director Data Summary: Written & Oral Combined

| | What Facilities for Training Program (W-15) | | | | | | | | | | Same/Different than Last Year (W-16) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lab/ Dem. Center | Outdoor Play area | Kitchen | Observation Facilities | Lib./Resource Center | Classrooms | Office Space | Other Classrooms | Other Settings | Other Office Space | |
| **High School** 1 year | | | | | | | | | | | |
| Present: | 1 | 1 | 1 | -- | X | 1 | X | | | | Yes |
| Proposed: | X | X | X | -- | X | 1 | | | | | |
| Future | X | X | X | X | X | 1 | | | | | |
| **High School** 2 year | | | | | | | | | | | |
| Present: | 9 | 1 | 1 | 1 | 1 | 2 | | | Varied Settings in Community | X | Yes |
| | ---- each lab. center --- | | | | | | | | | | |
| Proposed: | 2 | | | | | | | | | | |
| Future: | | | | | | | | | | | |
| **Post-Secondary** 2 year | | | | | | | | | | | |
| Present: | 1 | -- | X | 2 | 1 | 3 | X | Several Voc-Tech. campus. | Varied Settings In Community | On campus | No, have moved from temp. facilities in elementary school to Atlanta Area Tech. Campus. |
| Proposed: | -- | -- | -- | -- | -- | -- | | | | | |
| Future: | -- | -- | -- | -- | -- | -- | | | | | |

Program Director Data Summary: Written & Oral Combined

| | What Facilities for Training Program (W-15) | | | | | | | | | | Same/Different Than Last Year (W-16) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lab/ Dem. Center | Outdoor Play area | Kitchen | Observation Facilities | Lib./Resource Center | Classrooms | Office Space | Other Classrooms | Other Setcings | Other Office Space | |
| Jr. College 2 year | | | | | | | | | | | |
| Present: | 3 | X | X | -- | X | | | Many on Several Campus. | Not Formally | On several campuses | Yes. |
| Proposed: | -- | -- | -- | -- | -- | -- | | | | | |
| Future: | -- | -- | -- | X | -- | -- | | | | | |
| University 4 year | | | | | | | | | | | |
| Present: | 1 | X | X | 1 | X | | | throughout University | During Student Teaching | | Yes. |
| Proposed: | X | X | ? | -- | -- | -- | | | | | |
| Future: | X | X | ? | -- | -- | -- | | | | | |
| Head Start LDP 6 weeks | | | | | | | | | | | |
| Present: | 2 | X | X | 1 | X | 1 | | 3 in Educ. Dept. | 18 Partici-pation settings | Educ. Dept. | Yes. |
| Proposed: | 2 | X | X | X | X | 1 | | | | | |
| Future: | -- | -- | -- | -- | -- | -- | | | | | |
| Family Day Care 1 year | | | | | | | | | | | |
| Present: | -- | -- | -- | -- | -- | -- | | on College Campus | 22 Family Day Care Homes | Store-front | Yes. |
| Proposed: | -- | -- | -- | -- | -- | -- | | | | | |
| Future: | -- | -- | -- | -- | -- | -- | | | | | |

Program Directory Data Summary: Written & Oral Combined

Different Types of Settings Used for Observation/Participation by Number, Age of Children, and Services: (W-38)

| | TRAINING PROGRAM LAB. CENTER | | DAY CARE CENTERS (Family Day Care) | | NURSERY SCHOOLS (Headstart) | | ELEMENTARY SCHOOLS (K-1st grade) | |
|---|---|---|---|---|---|---|---|---|
| | Number of Centers | Age of Children | Number of Centers | Age of Children | Number of Centers | Age of Children | Number of Centers | Age of Children |
| High School 1 year | 1 | 3-5 yrs. | | | | | | |
| | Services: | | Services: | | Services: | | Services: | |
| | Educational Program | | | | | | | |
| High School 2 year | 9 | 3-5 yrs. (15/lab) | Varies: | I-2yrs. 3-5yrs. | | | Varies | 5-6yrs. Kind./ 1st grade |
| | Services: | | Services: | | Services: | | Services: | |
| | Educational Program<br>Meal Service<br>Health Service<br>Social Service | | Health Service<br>Social Service<br>Family Activity<br>Parent Educatior | | | | Educational Program<br>Parent Education | |
| Post-Secondary 2 year | 1 | I-2 yrs.<br>3-5 yrs. | 20 | I-2yrs.<br>3-5yrs.<br>6-8yrs. | | | 5 | 5-6yrs.<br>Kind. |
| | Services: | | Services: | | Services: | | Services: | |
| | Educational Program<br>Meal Service<br>Health Service<br>Social Service | | Educational Program<br>Meal Service | | | | Educational Program<br>Health Service | |

Program Director Data Summary (con't.)

| | TRAINING PROGRAM LAB CENTER | | DAY CARE CENTERS (Family Day Care) | | NURSERY SCHOOLS (Headstart) | | ELEMENTARY SCHOOLS (K-1st grade) | |
|---|---|---|---|---|---|---|---|---|
| | Number of Centers | Age of Children | Number of Centers | Age of Children | Number of Centers | Age of Children | Number of Centers | Age of Children |
| Jr. College 2 year | 3 | 3-5yrs. | | | | | | |
| | Services: Educational Program | | Services: | | Services: | | Services: | |
| University 4 year | 1 | 3-5 yrs. | 4 | 3-5 yrs. | 5-7 | 3-5 yrs. | 6-8 | Kind. 5 yrs. |
| | Services: Educational program Parent education | | Services: Educational Program Parent Education | | Services: Educational Program Parent Education | | Services: Educational Program (Kind.) | |
| Head Start LDP 6 weeks | 2 | 3-5 yrs. | 6 | 3-5 yrs. | 12 | 3-5 yrs. | | |
| | Services: Educational Program Meal Service Social Serice Family Activities | | Services: Educational Program Meal Service--Parent Ed. Health Serv.--Social Serv. | | Services: Ed. Program--Soc. Service Meal Serv. --Fam. Activities. Health Serv.-Parent Educ. | | Services: | |
| Family Day Care 1 year | 22 | I-2 yrs. 3-6 yrs. 6-12 yrs. | | | | | | |
| | Services: Educational Program Meal Service Health Service | | Services: | | Services: | | Services: | |

Program Director Data Summary: Written & Oral Combined

| | In What Ways Do the Settings Differ? (O-27) | In How Many of the Settings Does Each Student Observe? Participate? (W-3) |
|---|---|---|
| High School 1 year | Students do interview with parents and observe siblings. Various short observations done in sunday school, participation in lab center only. | one: participate lab. center only |
| High School 2 year | Program auspices: participation in Model Cities extended day program, or afternoon/evening at the Community School, public schools. First yr. in the lab. center with pre-school group, but different groups are brought in for observ. Students make visits to programs like Montessori, more responsibility in lab. settings. | All types. |
| Post-Secondary 2 year | 4 centers for mentally retarded; 2 centers for emotionally disturbed, several (3-4) franchize operations; others vary. Students have 3 qts. internship each in different setting, but 1 quarter spent in the lab. center and 2 qrts. in the community. | 3 different participation settings during 2nd year. |

Program Director Data Summary (con't.)

| | In What Ways Do the Settings Differ (O-27) | In How Many of the Settings Does Each Student Observe? Participate? (W-3) |
|---|---|---|
| Jr. College<br>2 year | Practicum for 1 semester in one of three program day care centers; Students that are working in centers take practicum in their own program settings. | One program demonstration center, 5 days p/wk., 4 hr./day for a semester. |
| University<br>4 year | Staffing differences as well as quality of program and supervision observations made in lab. school and other community settings. | Observes in 2, participates in 2 |
| Head Start LDP<br>6 weeks | Field visits to Montessori, Lab center focuses public day care or preschool programs. Curriculum varies for settings. | 5 different settings: combined observations in community settings w/ on-going student participation assignment. |
| Family Day Care<br>1 year | Students observe various programs in community: parent coop, detention facility, College children's school; participate with many family day care mothers in the homes. See different numbers, varied ages . . . rarely school age because work in the mornings. Family Day Care mothers work in own homes - some attend parent coop. center with children. | During 1 month work in 3 hrs./in day care homes: 1 each week for 2 mornings/wk. |

Program Director Data Summary: Written & Oral Combined

How Do You Identify Outside Settings (0-28)

| | Operate own/ Institutional | General Knowlege of Community | Community Survey | Center Program Contacts Staff | Students Identify | Personal Contact |
|---|---|---|---|---|---|---|
| High School 1 year | Have own facility; | | | | | with teacher in Kindergarten in placing 2 Students |
| High School 2 year | Have 9 lab. centers: 1/ school | | | | | Preschool specialist with school system makes outside arrangements |
| Post-Secondary 2 year | Have own lab center | Program director knows settings | | Centers request involvement | | |
| Jr. College 2 year | Have 3 lab. centers used | | | | Students working in community train in own center. | |
| University 4 year | Have Dept. preschool lab. | Know directors in most centers/settings | | Used to ask them; now we have them contact us if interested. | | |
| Head Start LDP 6 weeks | Use campus preschoool | Initially professors in planning; now staff knows community. | | | | |
| Family Day Care 1 year | Use day care homes in community | | Initially students & staff did survey of family day care homes | Some day care mothers call project. | Select cites for 1 time visits/obser. | Program dir. went to local stores, busin. to have them spread word about project. Word of mouth, basically |

Program Director Data Summary: Written & Oral Combined

Under What Basis Do You Use a Program for Student Participation (O-29)

| | Program Director/ Teacher Characteristics | Experience for student | Characteristics of children | Supervision |
|---|---|---|---|---|
| **High School** 1 year | director cooperative and tried different things | allow students to take responsibility with children and activities. | | training director able to observe student and children. |
| **High School** 2 year | | quality of experience | heavy enrollment so work is needed | quality of supervision. |
| **Post-Secondary** 2 year | | teacher/director allows and encourages student to take responsibility. Materials for students to work with; so can have opportunity to learn. | different age levels; type where student will do best; and use best talents. | |
| **Jr. College** 2 year | | | | |
| **University** 4 year | will relinquish responsibility to students; cooperating teacher has been in center/setting for 1 semester. | Variety of tasks, activities. | Serving preschool or kindergarden. | provide supervision |
| **Head Start LDP** 6 weeks | handling children; discipline w/children | experience for student that is meaningful. Supplement to work in local center. | age groups other than those working with in local center. | |
| **Family Day Care** 1 year | look for variety in fdc mother; old-young, ethnic group variation; licensed and unlicensed. | Provide experience in community. | | |

Program Director Data Summary: Written & Oral Combined

| | On What Basis Do You Use a Program for Student Participation: (O-29) | | | |
|---|---|---|---|---|
| | Program availability and Location | Current/Potential Employment Setting | Work/Study/ Student Pay | Other |
| High School 1 year | | | | Regular, long-term committment of program. |
| High School 2 year | reasonable distance from high school. | | provide work-study pay e.g. EOA, model cities, community school. | |
| Post-Secondary 2 year | may have to be taken into consideration; had to drop some locations cause students can't get there. | consider this during 8th qtr placement for potential future employment. | during 8th qtr only in this a partial criteria | student interest centers that provide more than just custodial care. |
| Jr. College 2 year | | students currently employed may take practicum on the job. | | |
| University 4 year | did not use outside programs until 3 yrs. ago; had to increase no. of participation setting to increase no. students. | | | |
| Head Start LDP 6 weeks | | | | |
| Family Day Care 1 year | located in general area of college and project storefront. | | | |

Program Director Data Summary: Written & Oral Combined

What is Program Role in Relation to Outside Participation Settings:(0-30)

| | Orientation for cooperating staff | Student Assignment | Specify tasks Activities | On-site Observation/ Evaluation | Other: |
|---|---|---|---|---|---|
| High School 1 year | | only placed two students in first yr. w/kindergarten for 1 sem.: not formal part of program. | Do not plan specific activity; want cooperating teacher to know the general kinds of activities student should do. | Would want to evaluate student w/ cooperating teacher; have opportunity to observe student. | |
| High School 2 year | Initially home ec. coord. makes contact w/area superintendent; further arrangements thru individual principal & teachers. | Home ec. coord. responsible for overall assignments; Pre-school specialist makes specific contacts, arrangements with outside settings during 2nd yr. | | Cooperating teacher & visits from intern supervisor. | |
| Post-Secondary 2 year | Visit center talk with director; 1 meeting about what should be provided for students, goals, etc. | Progr. director responsible; student specifies preferences & settings during 6th qtr; program selects 7th qtr; given alternative to select from in 8th qtr. | Have general outline covering types of tasks experiences student should have. | Staff member visits student on-site.<br><br>Evaluation by cooperating teacher, intern supervisor, & student | Concurrent seminar based on student participation in the internship.<br>Arrange for students currently employed in centers to take 1 qtr in lab.center. |

Program Director Data Summary (con't.)

What is Program Role in Relation to Outside Participation Settings (0-30)

| | Orientation for Cooperating Staff | Student Assignment | Specify Tasks/ Activity | On-site Observation/ Evaluation | Other |
|---|---|---|---|---|---|
| Jr. College 2 year | | Placement in one of three program lab. centers. | Students employed in child care settings while in training perform regular jobs. | Employed students (Headstart, Model Cities) receive supervision from training staff on-site. | Employed students have concurrent in-service seminar |
| University 4 year | Teacher/director informed about what is expected. | Preschool Dept. places students in day care, nursery school, etc.; Education Dept. has own placement for public schools. | General outline prepared of tasks & general experiences. | Weekly meeting with cooperating teacher, student & training supervisor. | |
| Head Start LDP 6 weeks | | Place students in outside settings & campus lab. school. | | Periodic observation by staff on site; Conference with student.<br>On site visit to local center for follow-up evaluation | Concurrent daily course-work to supplement participation experience |
| Family Day Care 1 year | | Scheduling each student for several homes. | Determined by individual day care mother; students responsible for written log on work & events in the day care home. | No. on-site observation of student/day care mother.<br>Get feedback on students from day care mothers informally during monthly meetings. | Obtain feedback from students during weekly class on issues problems. |

Program Director Data Summary: Written & Oral Combined

| | In A Laboratory Setting Does The Critic Teacher/Employer (W-57) | | | |
|---|---|---|---|---|
| | Plan Student Activity | Supervise Student Activity | Report To Training Staff | Grade or Evaluate |
| High School 1 year | Yes | Yes | - - | Yes |
| High School 2 year | Yes | Yes | - - | Yes (with intern supervisor |
| Post-Secondary 2 year | Yes. | Yes | Yes | Yes |
| Jr. College 2 year | Yes | Yes | Yes - - - participates in - - - - conference & grading | Yes |
| University 4 year | No | Yes | Yes - - - participates in - - - meetings & grading | Yes |
| Head Start LDP 6 weeks | Yes | Yes | Yes | Yes |
| Family Day Care 1 year | Yes | Yes | Yes | No |

Program Director Data Summary: Written & Oral Combined

Student Role in Participation (W-40)

| | PLANNING FOR: | | | PLANNING WITH: | | | TASKS ACTIVITY: | | |
|---|---|---|---|---|---|---|---|---|---|
| | Activities w. children | Meals | Other | Head Teacher | Training Staff | Independently. | Creative Activities | Assists Teacher | Supervise Groups |
| High School 1 year | Yes | --- | --- | Yes | --- | --- | Yes | Yes | Yes |
| High School 2 year | Yes | Yes | Yes all | Yes | --- | --- | Yes | Yes | Yes |
| Post-Secondary 2 year | Yes | --- | --- | Yes | --- | Yes | Yes | Yes | Yes |
| Jr. College 2 year | Yes | Yes | --- | Yes | Yes | Yes | Yes | Yes | Yes |
| University 4 year | Yes | --- | Yes | Yes | --- | --- | Yes | Yes | Yes |
| Head Start LDP 6 weeks | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Family Day Care 1 year | | | | | | | | | |
| Day Care Mother | Yes | Yes | Yes | --- | --- | --- | Yes | Yes | Yes |
| Student | | | | | | | | | |

Program Director Data Summary: Written & Oral Combined

| | Student Role in Demonstration Center Participation in Meeting (40-C) | | | Plan For Students to Work With Demonst. Center Staff Other Than in Assigned Class? (W-41) | What Interaction Planned With Parent: (W-42) |
|---|---|---|---|---|---|
| | Staff | Parent | In-Service | | |
| High School 1 year | Required | | | No | Daily informal contacts<br>Home visits |
| High School 2 year | Required | Optional | | | Daily informal contacts<br>Home visits<br>Parent conferences |
| Post-Secondary 2 year | Required | Required | Required | No | Daily informal contacts<br>Home visits<br>Parent meetings<br>Parent conferences |
| Jr. College 2 year | | | Required | No | Daily informal contacts |
| University 4 year | Required | Required | | Yes, director<br>Yes, teacher | Daily informal contacts<br>Home visits<br>Parent meetings<br>Parent conferences |
| Head Start LDP 6 weeks | Required | Required | Required | Yes, Director<br>Yes, Consultant<br>Yes, Cook, maintenance<br>Yes, Nurse | Each leads a small group discussion<br>Daily informal contacts<br>Home visits<br>Parent meetings<br>Parent conferences |
| Family Day Care 1 year | | | | | |
| Student: | Required | Required* | Optional | No | Interaction with day care mothers planned, no parental contact. |
| Day Care Mother: | Required | Optional | Optional | Nc | Informal with parent. |

*Indicates planned interaction with day care mother, not parents of children in day care.

Program Director Data Summary: Written & Oral Combined

| | What Opportunities Do Students Have For: (W-61) | | | | | | |
|---|---|---|---|---|---|---|---|
| | On-the-job Training | Internship Program | Credit for Work Time | Mix with other Career Levels | Community Activities | Career Counseling | Follow-up-Training & Specialization |
| High School 1 year | many | --- | many | few | few | few | few |
| High School 2 year | many | many | many | few | few | many | many |
| Post-Secondary 2 year | few | many | few | many | many | many | many |
| Jr. College 2 year | many | --- | few | many | many | many | few |
| University 4 year | few | none | none | few | few | few | none |
| Head Start LDP 6 weeks | many | many | many | many | many | many | many |
| Family Day Care 1 year | many | many | many | many | --- | --- | --- |

Program Director Data Summary: Written & Oral Combined

How Would You Change The Participation Component to Improve it? (O-31; W-43)

| | Facilities | Experience w/ Children | Student Supervision/ Evaluation | Relation to Community Settings | Other: |
|---|---|---|---|---|---|
| High School 1 year | | Scheduling has worked out fairly well, so students perform range of tasks/ activities;<br><br>Need more children in lab with different characteristics for students to work with | More time for teacher/director to spend in student instruction & supervision. | More opportunity needed for students to see different setting, thus widen experience. | More contact with parents |
| High School 2 year | Would like own child development laboratory | Extend to pre-parent education for other students, not just occupation-training. | Home econ. program coordin. wants more interaction with lab. teachers, intern supervisors, students.<br><br>On-site teachers/ supervisors want more time for planning/ conference with students on the job. | | |
| Post-Secondary 2 year | Facility design on one floor w/more adequate observation space, outdoor grounds w/separate play areas | Increase lab. center to 100 children (infant-5yrs.), w/two groups each of 3 & 4 yr. olds to enhance student experience, & permit more students in program.<br>Need to have student/child interaction earlier in program. | Use of T.V. & filming of child-student interaction for student feedback and self-assessment. | | Realistic hours with night lab. (9:30 p.m.) for student training & use by evening students with children. |

Program Director Data Summary (con't.)

How Would You Change The Participation Component to Improve it? (O-31; W-43)

| | Facilities | Experience w/children | Student Supervision/ Evaluation | Relation to Community Settings | Other: |
|---|---|---|---|---|---|
| Jr. College 2 year | More space to increase no. of children, thus number of students in participation | | | Need person to coordinate with agencies; arrange participation in community. | |
| University 4 year | | | Considered a strength of the program. Need staff to help build student skill in self-evaluation & team evaluation. | Difficulty in finding enough placements for student teaching. | Earlier exposure to requirements of teacher role; for what to expect/ provide insight |
| Head Start LDP 6 weeks | | | | Add training sessions cooperating centers/ orienting to purpose of program, materials, etc. | |
| | | | | In some cases establish better rapport with cooperating center/teachers. | |
| Family Day Care 1 year | | | Change screening procedures with emphasis on student responsibilities, attendance, completion of assignments. | | Basic approach: Wait for student to have significant experience in settings |

Program Director Data Summary: Written & Oral Combined

| | What are the Entrance Requirements For Your Training Program? (W-50) | | | | How Do You Go About Selecting Students For Your Program? (W-51) | | | |
|---|---|---|---|---|---|---|---|---|
| | None | Admission to School/College | Educational Level/Degree | Other | No Selection | Written Application | Interview | Trial period |
| High School 1 year | | | H.S. junior or senior prefer Sr. | | | Application indicating interest & class schedule | with teacher | student may change classes within two weeks |
| High School 2 year | | | H.S. 10th. or 11th. grade | | | General appl. form | teacher & staff committee in each school | |
| Post-Secondary 2 year | | General admission to school | H.S. Diploma | Interest test given to all students; refered by Guidance Counselor. | | Written form | Interview with program director | Varies |

Program Director Data Summary (con't.)

| | What are the Entrance Requirements For Your Training Program (W-50) | | | | How Do You Go About Selecting Students For Your Program? (W-51) | | | |
|---|---|---|---|---|---|---|---|---|
| | None | Admission to School/College | Educational Level/Degree | Other | No Selection | Written Application | Interview | Trial period |
| **Jr. College** 2 year | None Specific to the program | Admission to college; Open admiss. | | | No selection; student self-selection; unless required by employer to participate. | | | |
| **University** 4 year | Not for specific training | Only Univ. entrance requirements | | | No selection other than Univ. entrance | | | |
| **Head Start LDP** 6 weeks | None Specific to training program | | | All employees in Head-start eligible. | No selection by training program; done by RTO & Career Devel. Committee | Center Direct. sends form to RTO. | | |
| **Family Day Care** 1 year | | | | | | | | |
| Day Care Mother | None | | | | | | | |
| Student | | Attending college | | Sensitivity to other people espec Minority People | | review info on people to include wide range of mothers | with program director | |

Program Director Data Summary: Written & Oral Combined

| | Decision About Which Selection Criteria: (O-32) | | | | |
|---|---|---|---|---|---|
| | No Control in Selection | Student self-selection/Interest | Student Characteristics | Potential Benefits | Other Factors |
| High School 1 year | | Initially students indicate interest. in course | Prefer seniors who will need employment; students who didn't know what they wanted to do later on. Mainly students interest. | Wanted students who would find something of interest & importance to them. | Course fits into schedule and requirements. |
| High School 2 year | | Initially students indicate interest | Capable of learning. Stability: mental & emotional | | Attendance record (indicates responsibility) |
| Post-Secondary 2 year | Open admission to vocational school | Guidance counselor does initial screening on basis of student interest; gives interest & skills test, and refers to program. | Director look for some surface things: overweight, coordination, speech defects; alert, warm, outgoing. | | |

Program Director Data Summary (con't.)

| | Decision About Which Selection Criteria: (0-32) | | | | |
|---|---|---|---|---|---|
| | No control in selection | Student self-selection | Student Characteristics | Potential Benefits | Other Factors |
| **Jr. College** 2 year | Open admission to college<br><br>Some refered from special programs: Head-start; Model Cities | Students decide which instruction-al program they want to enter. | | | |
| **University** 4 year | Students meet University req. no requirements for program | Students decide instructional program they want to enter. | | | |
| **Head Start LDP** 6 weeks | Program has no control; RTO selects & refers to program. | | | Benefits to trainee and center are considered in referral. | Center priorities; who attended before; opportunity for stud-ent career mobility; number of students that session can accommodate. |
| **Family Day Care** 1 year | | Mainly student & family day care mother interest in program. | | | |

Program Director Data Summary: Written & Oral Combined

| | Special Characteristics Looked For in Selection of Students (W-52) | Other Selection Criteria? Which Factors Restrict the Entrance of "Qualified Students" (W-53) | Most Useful and Valid Criteria For Student Selection (O-32) |
|---|---|---|---|
| High School<br>1 year | Liking of people & children. | Students may be restricted because of need to take other required courses. | ones who do best job are interested in children & other people<br>some experience with children |
| High School<br>2 year | Interest in child care or early childhood education as a career. | None | |
| Post-Secondary<br>2 year | Warm, outgoing, alert; Genuine interest in children; a keen desire to be significant in child's life. | Transportation & income to live on while in training. | no way to tell..consider staff relations as well as relate to children.<br>attendance records indicate some responsibility taken |

Program Director Data Summary: Written & Oral Combined

| | Special Characteristics Looked For in Selection of Students (W-52) | Other Selection Criteria? Which Factors Restrict the Entrance of "Qualified Students" (W-53) | Most Useful and Valid Criteria For Student Selection (O-32) |
|---|---|---|---|
| Jr. College<br>2 year | No selection process | None | |
| University<br>4 year | No selection process | None | a combined approach to facilitate student understanding of some skills and qualitities needed in teachers role; helps students to decide if they want to continue in program. |
| Head Start LDP<br>6 weeks | No control over selection | No control over selection | Have selected on basis of commitment & involvement; Possible to select students, if knew center & priorities; Depends on the urgency of the center, e.g. very poor center with paraprofessionals. Would also like to include those recently hired who have no training, or those on the job over 5 years who need training. |
| Family Day Care<br>1 year<br>FDC Mothers | | | |
| Students | Attitudes, goals, interest in working in the community | None | Openness & intuitiveness based on knowledge, not chance; Responsibility assumed. |

Program Director Data Summary: Written & Oral Combined

How To Recruit New Students (W-48)

| | Personal Contact/ Public Speaking | Word of Mouth | Recruiters | Admissions Officers | Guidance Counselors | Alumni | Catalog | Posters | Advertising | Publicity Program Announcements | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|
| High School 1 year | X Visit high school class-rooms | X | - | - | X | - | - | - | - | - | - |
| High School 2 year | X High school assembly | X | X | - | X | X | - | X | X | - | - |
| Post-Secondary 2 year | X | X | - | X | X | - | X | - | - | X State day care licensing dept. has class schedule in their newsletter. | - |
| Jr. College 2 year | X | X | - | - | X | X | X | - | X | - | - |
| University 4 year | - | - | - | X | - | X | X | - | - | - | - |
| Head Start LDP 6 weeks | - | - | - | - | - | - | - | - | - | - | X Regional Training officer for 3 states |
| Family Day Care 1 year | X | X | - | X | - | - | - | - | - | X | - |

Program Director Data Summary: Written & Oral Combined

In Looking At Recruitment Process Over the Year About How Many? (W-49)

| | Inquiries | Applications | Well qualified Applicants | Offered Admission | Enrolled | Completed Course |
|---|---|---|---|---|---|---|
| High School 1 year | 10 | 17 | 8 | 17 | 15 | 15 |
| High School 2 year | Done thru individual school | --- | --- | --- | --- | --- |
| Post-Secondary 2 year | 120 | 100 | --- | 90 | 80 | 60 |
| Jr. College 2 year | Hundreds | Open entrance application | No specific required | --- | --- | --- |
| University 4 year | No way of knowing inquiries made thru univ. admissions, School admission; any staff member | No formal application | --- | --- | --- | --- |
| Head Start LDP 6 weeks | --- | --- | 100 | 110 | 110 | 110 |
| Family Day Care 1 year | | | | | | |
| Students | 16 | --- | Varies | 7 | 7 | 6 |
| Day Care Mother | 68 (identified) | --- | --- | 22 | 22 | 22 |

Program Director Data Summary: Written & Oral Combined

Profile of Students Typically Enrolled in Training Program. (W-54)

| | Age/Sex | Educational Preparation | Work Experience | Employed in Child Care | Socio-Economic | Geographic | Ethnic/Racial |
|---|---|---|---|---|---|---|---|
| High School 1 year | Female: 17 yr. | 11th-12th grade High School | Some restaurant work. House-keeping jobs | No, just babysitting | Lower-middle | Rural | White |
| High School 2 year | Female: 17 yr. | High School 10th-11th. grades | na. | No | Low | Inner City | Black |
| Post-Secondary 2 year | 98% Female: 17-35 yrs. | High school High school grad. some Jr. College/ College | about 1/2 work regularly w/young children | about 25% | 50% below $4000/yr. | Metropolitan 95% | Black 95% |

Program Director Data Summary (con't.)

Profile of Students Typically Enrolled in Training Program (W-54)

| | Age/Sex | Educational Preparation | Work Experience | Employed in Child Care | Socio-Economic | Geographic | Ethnic/ Racial |
|---|---|---|---|---|---|---|---|
| **Jr. College** | | | | | | | |
| 2 year | Female 18-middle age | High School High School grads some college, College grads. | Usually work exp. in another area/or current employed in child care area | Yes, majority | Low | Inner city Ghetto | Black |
| **University** | | | | | | | |
| 4 year | Female & male: 18-21 yrs. | H.S. Grads Some college/ Jr. College | More volunteer; few have work xperience | Almost none | All levels; mainly middle/ upper middle | Mostly state residents | All |
| **Head Start LDP** | | | | | | | |
| 6 weeks | Female: 32 yrs. | H.S. grad. but varies | 2 yrs.with preschool children; Headstart | Yes, currently with Headstart | Poverty level; (or recent) | Three states: urban & rural | Black Spanish, Indian |
| **Family Day Care** | | | | | | | |
| 1 year | | | | | | | |
| Day Care* Mother | All female: 20-29 - 3 30-39 - 7 40-49 - 5 50-59 - 5 60-69 - 2 | N.A. | In family day care: average 10 from 0-4 yrs. 8: 4-8 yrs 3: 10-20 yrs. | Currently provide family day care | 17:working class/ lower middle 2 very poor 3 middle class | Local community | 12 Black 5 Mex.Am. 5 Caucasian |
| Students | 2 male 5 female 20-30 - 5 40-50 - 2 | Some college; college grads | Preschool employment; nurse; community worker; own children | Not currently | 1 affluent 3 working class 3 low-middle | State and outside | 2 Blacks 1 Mex.Am. 4 Caucasian |

Program Director Data Summary: Written & Oral Combined

| | What Advantages/Disadvantages to Training Students With These Characteristics? (O-33) | | What are Student Strengths/Weaknesses? (O-34a) | |
|---|---|---|---|---|
| | Advantages | Disadvantages | Strengths | Weaknesses |
| High School 1 year | Program very important to students, makes them feel good; Students enjoy program; have opportunity to find out what teachers are really like;<br><br>Students fun to be with from teaching perspective, source of satisfaction. | Not academic type students; don't like to read very much, so spend time repeating content; takes them a bit longer. | Because other disinterest in other aspects of school, they devote much time to the program & thinking and planning for children. | Not too interested in other aspects of school. |
| High School 2 year | Because of younger age the program has dual benefits: training applicable to them as potential parents & wage earners.<br>Good age to start training in terms of work life potential; Will be able to go farther with training. Working with a group that may not have had opportunity, but this program may provide. | Have to let students participate in experiences they have missed before they can provide these experiences for young children. | | Before entry students have little opportunity for recreational or creative experiences.<br>General lack of understanding of principles of child care, have been subject to misinformation. |
| Post-Secondary 2 year | Helps to have high school diploma because it indicates they have potential to finish something, that they are not "failures"/drop-outs. | Related to age/maturity: students still have some "high school" behavior left; inattentiveness. | | Variation in academic, reading skills. (Use varied materials, texts to handle this) |

Program Director Data Summary (con't.)

| | What Advantages/Disadvantages to Training Students With These Characteristics? (O-33) | | What Are Student Strengths/Weaknesses (O-34a) | |
|---|---|---|---|---|
| | Advantages | Disadvantages | Strengths | Weaknesses |
| Jr. College<br>2 year | The staff, faculty, and director would not be interested in working with other types of groups. Staff enjoys it & results in staying with program. | | | Communications skills: formal e.g. writing, reading, etc.<br><br>Many lack confidence |
| University<br>4 year | | College students tend to be young & naive about families, parent/child relationships, community influences, etc. | - No particular strengths or weaknesses - but much variety | |
| Head Start LDP<br>6 weeks | Many fascinating differences. | Some students come to program expecting the training to be a vacation.<br>Some resist new concepts, because of past way to doing things. | Student strength comes from dealing with a demanding way of life: mainly poverty. Personal quality of warmth & acceptance. | Great diversity in academic skills and prior experience. |
| Family Day Care<br>1 year | | Need more experience in community; real world experience. | | Some students' learning styles require structured course..some lack curiosity.<br>Some lack responsibility work not turned in some cases. |

Program Director Data Summary: Written & Oral Combined

How Are These Considered in the Program? (O-34b)

| | |
|---|---|
| High School<br>1 year | Spend additional time covering reading related content. |
| High School<br>2 year | Provide many stimulating experiences through working with children. Academic skills (reading) may be taught through work in children's literature. Length of program permits time for student to accumulate experiences needed. Program experience oriented, with emphasis on providing college accepted credits. |
| Post-Secondary<br>2 year | Stress individual responsibility; do have attendance requirement, but don't ask for excuses; after six (6) absences student may be dropped from program. Have try-out period for assessing students difficulty. Varied reading materials used depending on academic skills of students. |
| Jr. College<br>2 year | Have basic courses in academic skills: for review or remedial work specifically in formal communications (writing, reading) Courses for credit to permit further training in outer institutions. Students have option of audit or credit upon completion. Courses or special projects may extend length, assignment time. |
| University<br>4 year | Not considered. Students must adjust to program rather than program being adjusted to their needs. Exception: student teaching experience lengthened for those who need additional time/experience. |
| Head Start LDP<br>6 weeks | Program based on individual needs, background, skills, interests; Topics and assignments (student project, paper,) determined by students. The degree of depth, academic orientation dependent on students level. Opportunity to be in new environment, exposure to new ideas, varied interaction with people is provided. |
| Family Day Care<br>1 year | |
| Family Day Care Mother | Topics by family day care mothers determined by needs and interests. Child development evening course developed at f.d.c.m. request, as well as changes in program proposal. |
| Student | Emphasis on student input & initiative in program. Program provides content, experience related to students' need for work in community and practicum in home-based care. |

Program Director Data Summary: Written & Oral Combined

| | Factors Influencing Enrollment (W-55) | Why Students Drop Out? (W-62) |
|---|---|---|
| High School<br>1 year | Students enjoy the freedom of the course, and that it is a special program. | During initial year, no drop-outs. |
| High School<br>2 year | Interest in children;<br>Prospect of wage earning. | Pregnancy; Need more income. |
| Post-Secondary<br>2 year | More jobs available for trained people; Salaries are better:<br>Desire to learn more about children. | In 1st qtr. just trying out program;<br>2nd qtr. have observation, find a lot of work; In 3rd qtr. program recommends some leave: lack responsibility (attendance) or motivation, academic or language skills |
| Jr. College<br>2 year | Interest in work with children;<br>Upgrading themselves; Some employers require: Model Cities. | Economic or family difficulties.<br>Upon completion of segment of interest to student they leave. |
| University<br>4 year | Unknown. | Many reasons; Financial reasons is currently a major one. |
| Head Start LDP<br>6 weeks | Opportunity for career development and awareness of need for training. | Illness, or babysitting problems;<br>(usually at the very beginning). |
| Family Day Care<br>1 year | Interest in community; Money. | Only 1 student dropped out after 1st semester, due to family illness and need to support family. |

Program Director Data Summary: Written & Oral Combined

What are Estimated Student Expenses to Continue in Program? (W-63)

| | Tuition | Fees | Books/ Supplies | Board/ Room | Travel/ Transportation | Personal Spending | Other |
|---|---|---|---|---|---|---|---|
| High School 1 year | None | --- | --- | --- | --- | --- | --- |
| High School 2 year | None | --- | --- | --- | --- | --- | --- |
| Post-Secondary 2 year | Free | 2.00/qtr. | 25.00/qtr. | --- | --- | --- | --- |
| Jr. College 2 year | Free | $5-10./ Semester | $25-50/ Semester | --- | --- | --- | --- |
| University 4 year | $254.00/sem.: University | --- | --- | --- | --- | --- | --- |
| Head Start LDP 6 weeks | Waived by University | --- | provided by program | provided during 6 wk. sessions on campus. | --- Depends on ----- individual: location of student, teaching placement; weekend visits home, etc. | | --- |
| Family Day Care 1 year | | --- | --- | --- | | --- | --- |
| Family Day Care Mother | | | | | $10/month provided by project to cover transp. costs. | | |
| Student | | 55.00/unit or $220.00 | | | | | |

Program Director Data Summary: Written & Oral Combined

What Financial Assistance is Available to Students? (W-64)

| | None | Scholarships Full/Partial | Work/ Study | Loans | Grants | Employment |
|---|---|---|---|---|---|---|
| High School 1 year | None | | | | | |
| High School 2 year | None | | Some NYC. funds for interns | | | |
| Post-Secondary 2 year | | Few partial scholarships | Some | Few National Defense Few VA. Loans | Voc. Rehab. | Part-Time under MDTA Many full-time employed |
| Jr. College 2 year | | | Many | | | Most students employed full-time |
| University 4 year | | Some Partial scholarships | Some | Some student loans | | Some part-time employment |
| Head Start LDP 6 weeks | | Headstart pays for all academic expenses plus $75/ wk and child support | | | | |
| Family Day Care 1 year | | | | | | family day care mothers $10./month for participation in project. |
| Family Day Care Mother | | | | | | |
| Student | | | Through project grant: 2.50/hr. (5 students) for 12 hrs/wk. | | | |

Program Director Data Summary: Written & Oral Combined

| | Kind of Student Evaluation Procedures Used: (W-56) | | | | | |
|---|---|---|---|---|---|---|
| | Written Tests | Performance Tests | Teacher Observation | Teacher daily log | Student self-evaluation | Other |
| High School 1 year | Yes | --- | Yes | Yes | Yes | --- |
| High School 2 year | Yes | Yes | Yes | Yes | Yes | --- |
| Post-Secondary 2 year | Yes | Yes | Yes | Yes | Yes | Yes Agency evaluation |
| Jr. College 2 year | Yes | Yes | --- | --- | --- | --- |
| University 4 year | Yes | --- | Yes | Yes | Yes | Yes paper, student log, projects |
| Head Start LDP 6 weeks | Yes | Yes | Yes | --- | Yes | Papers; special project in local center. |
| Family Day Care 1 year | --- | --- | Yes | Yes | Yes | Group discussion; student daily log; |

Program Director Data Summary: Written & Oral Combined

| | What Changes Desired in Student Evaluation? (0-35) | | | |
|---|---|---|---|---|
| | Teacher Supervision/ Observation | Evaluation Tools/Methods | Emphasis on Competancy | Student self-evaluation |
| High School 1 year | More time for teacher to do observation of students. | Need better recording formats; looking for checklists. | | More by students. |
| High School 2 year | On-site teacher wants more time to plan w/ student, discuss/feedback during participation. | | Program to evaluate high school student to exempt from post-high school curriculum; reduce repetition in area of competencies. | |
| Post-Secondary 2 year | during internship, once/visit by training super. 1 day observ. & discussion. | Use of T.V. for student feedback | Initial evaluation of competency; some students (from High School or employed) don't need 2 yr. program because of prior courses and/or experience. | |
| Jr. College 2 year | | Use of T.V. for student feedback | | |
| University 4 year | | Tools for self-evaluation & goal setting which are self-assessing; better screening procedures/ways for students to decide about teaching. explore early use of simulation; trying things in own courses. | Develop teacher models based on skills & competancy | Would like students to identify own areas for improvement. |
| HeadStart LDP 6 weeks | | No changes: already varied: & complete | | |
| Family Day Care 1 year | | No changes: Use comprehensive form provided by college; individual conferences, group evaluations/ discussion. | | |

Program Director Data Summary: Written & Oral Combined

| | Number of Students Upon Completion (W-58) | | | | | |
|---|---|---|---|---|---|---|
| | Work in related occupation | Work un-related to training | Education full-time | Education part-time | Marry | Other |
| High School 1 year | Yes | Yes | --- | Yes | Yes | --- |
| High School * 2 year | Yes 17% | Yes 19% | Yes 40% | --- | Yes 17% | 2% unemployed 5% unknown |
| Post-Secondary 2 year | 100% | --- | --- | --- | Yes | Yes open own day care |
| Jr. College 2 year | Yes Majority | --- | --- | Yes Many | --- | --- |
| University 4 year | Yes 75% | --- | Yes 25% | Yes 25% | --- | --- |
| Head Start LDP 6 weeks | Yes 100% | --- | --- | --- | --- | --- |
| Family Day Care 1 year | Yes day care mothers | --- | --- | --- | --- | --- |

*Based on follow-up of first 100 students, 1967-69.

Program Director Data Summary: Written & Oral Combined

Changes in Student Follow-Up After Completion: (O-36)

| | Current Activity | Kinds of Changes |
|---|---|---|
| High School 1 year | Required followup done by teacher; just send out post card on employment. | Would like more than just post-card. Might be a questionnaire covering employment; information 7 value of program in relation to raising children; or care of other children; how it helped in obtaining jobs; what they learned or didn't learn.<br><br>Would like to follow-up on preschool children that participated in laboratory center program to see possible benefits; Might contact kindergarten teacher about this, and see if there are difficulties. |
| High School 2 year | Individual teachers required to do yearly follow-up over 5 year period. Usually by phone or mail. | Would like to have a coordinator for high school and above to take this over. Would permit more accurate record of graduates, what they are doing and follow-up. |
| Post-Secondary 2 year | Program director keeps data on jobs, promotions, salaries. | Recently learned that Vocational School job placement office has formal responsibility for follow-up. Dept. Chm./Program Director has just initiated an Alumni Association as an informal effort to maintain contacts and follow-up. |

Program Director Data Summary (con't.)

| | Changes in Follow-up Activity (c-36) | |
|---|---|---|
| | Current Activity | Kinds of Changes |
| **Jr. College** 2 year | Informal | None |
| **University** 4 year | None | None |
| **Head Start LDP** 6 weeks | Formal. Staff visit to local centers after completion of 6 week session; student presents special project; yearly follow-up training & workshop given on campus for all graduates. | |
| **Family Day Care** 1 year | | |
| Family Day Care Mothers | None | Perhaps will do something. Family day care mothers from first year program will hopefully take part in the continuing program, participate in development of a day care mothers' organization. |
| Students | None | |

Program Director Data Summary: Written & Oral Combined

| | Program Responsibility For Job Placement (W-59) | Nature of Current Placement Activity (W-60) | What Changes in Job Placement Activity Plans for Implementing (O-37) |
|---|---|---|---|
| High School 1 year | Informal | Assist student with writing applications; inquiring in various centers about employment. One member of Adv. Committee offers suggestions. | Do not feel that it is formal respon. Perhaps increase contacts in areas that have child care programs; Do more calling contacting programs for openings. Would like better placement outcome for students, since there is much interest. |
| High School 2 year | Informal | Supervise preparation of resume sheet; Arrange for interview with school system (instructional aides); annual follow-up for 5 years. | Need a placement guide with information students, type of training & eval. of training recommendation as to type of job should have. Making a start thru school system personnel with person assigned for employment of para-professionals. June grad. have applications, so on file. When new centers oper, record of employees available. |
| Post-Secondary 2 year | Informal in relation to instructional program. | Dept. Chrm/prog. Director assumes informal respons. Keeps list of calls from centers who want to hire; Indirect placement activity occurs when student placed in last qtr. for internship and are paid by employers. Students are often hired formally as a result. | Just learned that Vocational School job placement office has formal responsibility. |

Program Director Data Summary (con't.)

| | Program Responsibility For Job Placement(W-59) | Nature of Current Placement Activity (W-60) | What Changes in Job Placement Activity? Plans For Implementing (O-37) |
|---|---|---|---|
| Jr. College 2 year | Informal | Posting notices of jobs & passing on job inform; recommendations to employers. | Since cannot guarantee job to students would prefer to have person hired and then sent for training; Program emphasis is giving course credit as an outcome rather than job placement. |
| University 4 year | Informal in reference to instructional staff. | School placement service available. Students seek help from individual staff members. Dept. posts current job information. | Need a national system for job placement in Early childhood education; e.g., one of professional organization might perform (NAEYC; ACE; NEA/NKE) implement. |
| Head Start LDP 6 weeks | Informal | Not responsible; Make recommendations and referrals on request. | Refer when opportunity arises; recommendations always available. |
| Family Day Care 1 year | None specific to project. | Not applicable to project | Not applicable to project |

Program Director Data Summary: Written & Oral Combined

| | Most Essential for High Quality Training Program (0-24) | | | |
|---|---|---|---|---|
| | Staff Skills | Staff Attitudes/ Characteristics | Program Approach/ Philosophy | Other |
| High School 1 year | well-trained teacher or director | previous work in nursery school | | |
| High School 2 year | | dedicated personnel; willing to help student achieve highest potential | | |
| Post-Secondary 2 year | well-trained staff; leader-ship for staff | | | -administrative committ-ment<br>-support for what you are trying to do<br>-involvement in community |

Program Director Data Summary (con't.)

| | Most Essential For High Quality Training Program (0-24) | | | |
|---|---|---|---|---|
| | Staff Skills | Staff Attitudes/ Characteristics | Program Approach/ Philosophy | Other |
| Jr. College 2 year | ·good staff in general, both teacher and aides, entire program depends on staff; the staff is the model.<br>·qualified staff; w/ practical orientation, understanding of subject matter; knows something about field | ·Ability of staff to relate to different types of students/ people | ·Training that is directly related to skills/activity to be performed; not entirely academic but include "why" actual practice and participation. | |
| University 4 year | | | ·Some consideration of qualities or competencies teachers must have and ways to help them develop rather than "imitation" approach | ·a systematic plan for training teachers |
| Head Start LDP 6 weeks | | | | ·(autonomy in setting) program has to be in university where you can function separately; provide student different role/life for a period of time, e.g. learning environment |
| Family Day Care 1 year | | | ·Ongoing supervision and feedback to prevent and remove distortions | |

Program Director Data Summary: Written & Oral Combined

Rating of Program Characteristics in Relation to Expectations (W-65)

| | FACILTIES | STAFF | | | STUDENTS | | RAPPORT | | OUTCOMES | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Facilities | Full-Time | Part-Time | Consultant | Entering | Student Performance | Student/Student | Admin/Faculty/ student | Job Placement of Students | Meeting Student Needs | Quality of Learning Experience | |
| High School 1 year | 5 | - | 3 | 4 | 4 | 4 | 5 | 4 | 1 | 4 | 4 | |
| High School 2 year | 4 | 4 | - | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | |
| Post-Secondary 2 year | 2 | 4 | 3 | 5 | 3 | 4 | 3 | 4 | 5 | 3 | 4 | |
| Jr. College 2 year | 1 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | |
| University 4 year | 3 | 4 | 4 | - | 3 | 4 | 4 | 2 | - | 2 | 3 | |
| Head Start LDP 6 wees | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Family Day Care 1 year | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | - | 4 | 5 | |

Program Director Data Summary: Written & Oral Combined

How Would You Compared Your Program And Approach to Other Programs That You Are Familiar With?(W-32) (O-38)

| | STRENGTHS | WEAKNESS | OTHER |
|---|---|---|---|
| High School 1 year | Class schedule allowed for coordination each day..integration of class time w/practicum. Students more aware of child development & how to deal with problems related to children. | A lot of the teachers' time was spent on this one program. | Not too familiar with other programs, probably good |
| High School 2 year | More opportunity to work w/children. More action oriented. More opportunity for on-the-job trng. have extensive lab. and participation for students; Other programs do not. Program more complicated; longer in duration: both hours/day and months/yr. | Lack of conference time w/on-the-job training supervisors. | |
| Post-Secondary 2 year | Internship on job, Real live day care model. other programs in state are using them as model for Voc-Tech. | Facility very make-shift, Curriculum is weakest point. | Haven't had time to see other programs in operation; and very little written |

Program Director Data Summary (con't.)

How Would You Compare Your Program and Approach to Other Programs That You Are Familiar With? (W-32) (O-38)

| | Strengths | Weakness | Other |
|---|---|---|---|
| Jr. College<br>2 year | Stronger on professional emphasis & practitioner orientation | Students need more opportunity for direct participation. | |
| University<br>4 year | Student teaching experience is strength; provides individualized approach; Supervision. 8 wks. too short. Strength: use of student self-evaluation, Use of practicum. | Don't have approach agreed upon, Dept. has shifted from one extreme to another in staff background, from preschool to research. Don't identify goals for students; don't know or agree on outcomes; guidance limited to individual point of view; Focus on programs for middle class children, not enough on other groups. | |
| Head Start LDP<br>6 weeks | Most skillful & humane | General lack of direction & coordinating own resources; Don't know jobs we are educating for. Difficult to interpret to students and parents. | Unique--there are other ways of training |
| Family Day Care<br>1 year | | | Experimental project; doesn't apply really. |

Program Director Data Summary: Written & Oral Combined

What Changes in Total Training Program? (W-33) (O-39)

| | Program Components | Staff | Curriculum | Program Operations Length | Laboratory Demonstration Facilities | Other |
|---|---|---|---|---|---|---|
| High School 1 year | | | More involvement of student with parent. Student/parent visit earlier in course. More emphasis on obtaining job is needed. | | | |
| High School 2 year | | More staff time for working with students. More conference time for students with on-the-job supervision. A paraprofessional in the lab, so that a teacher could spend more time observing and evaluating students. | | | | More financial support for paying students during participation. |
| Post-Secondary 2 year | expand in several ways | more for supervision and Curriculum. | Need more work in program planning; working together, because work w/many disadvantaged students. preschool; earlier student participation. | Nightime lab. center for students. | increase to 100 children. | |

Program Director Data Summary (con't.)

| | What Changes in Total Training Program? (W-33) (O-39) | | | | | |
|---|---|---|---|---|---|---|
| | Program Components | Staff | Curriculum | Program Operations Length | Laboratory Demonstration Facilities | Other |
| Jr. College 2 year | | | | | | |
| University 4 year | develop 2 models; one competency based; student negotiation; one based on research, test out. | | prefer to focus on teacher education models rather than childrens curriculum; test out teacher training models; on specifying skills and competencies, then develop units to teach this. | | outcome for teacher: learn to assess children's needs; rather than applying program taught in college. | procedures, methods for screening students. |
| Head Start LDP 6 weeks | | more staff for visits off campus; would require more money then. | | More time nec. to implement philosophy, The "How/Why" at least 8 wks. on campus, more visiting program followup. | | |
| Family Day Care 1 year | more courses for FDC mothers as they have requested | | | | will expand day care homes and the number of students. | More questioning & a deeper investigation of issues on the part of the student. |

Program Director Data Summary: Written & Oral Combined

How Would You Go About Planning National Day Care Training Program: (O-42)

| | Resources for Planning & Development: | | |
|---|---|---|---|
| | Standards | Expertise | Guidelines |
| High School<br>1 year | Educational requirements should be part of licensing. This would stimulate people to get training. | | |
| High School<br>2 year | Type of training, etc. will depend on whether you want competancy vs. rapid expansion. | | |
| Post-Secondary<br>2 year | Some Federal agency must be involved in developing standards for the kind of training. | Gather many ideas; evaluate feasibility according to set of criteria; | Need more guides for actual development of training programs. |
| Jr. College<br>2 year | Start with idea of what you want at a professional level; Set-up guidelines for positions; | Draw on experience of Headstart; Draw on the professional expertise & guidelines available. | Need handbooks: Step-by-step procedure depending on the kind of day care programs. |
| University<br>4 year | | | |
| Head Start LDP<br>6 weeks | | | |
| Family Day Care<br>1 year | | Initial experience in Head Start should be considered. | |

Program Director Data Summary: Written & Oral Combined

How Would You Go About Planning National Day Care Training Programs (O-42)

Training Program Curriculum/Content:

| | |
|---|---|
| High School<br>1 year | |
| High School<br>2 year | At adult level could provide 60 hrs. short-term and have rapid day care expansion; if competancy is concern then train at high school level in 2 yr. prog. Especially disadvantaged who need time for the experience. |
| Post-Secondary<br>2 year | Will need some kind of formal training; not just in-service. |
| Jr. College<br>2 year | For trainers provide 6 weeks intensive training; they would provide basic training to others. Integrate work with children with intensive training/classroom work; very basic would be attitudes/orientation to early childhood and child development. Training Program content would not vary too much on the type of day care program; directors, teachers, aides training would be basically the same, but varied according to prior experience, competancy, use of team training concept; do need to consider programs for school age. |
| University<br>4 year | Apprenticeship type programs linked with technical schools; college programs directed toward trainers/educational coordinators. |
| Head Start LDP<br>6 weeks | Training of the Leadership Development type model extended to other groups. |
| Family Day Care<br>1 year | College level trainers/educators should have updating experience/field work in community. Perhaps every 3 years take 3 months actually working in child care or community. Need to consider the type of programs suitable for different communities, that problems vary according to region, location. Family day care as a delivery system should not be ignored in developing training. |

Program Director Data Summary: Written & Oral Combined

| | How Would You Go About Planning National Day Care Training Program: (O-42) | | |
|---|---|---|---|
| | Who to Train | Role | Settings |
| High School<br>1 year | --- | Would need administrators, teachers, aides. | High School or post-secondary good time. |
| High School<br>2 year | Begin with younger students who can start out at own level of competancy, don't have to repeat, duplicate. | Implies entry level, so can either go on for further training, or begin job; Training staff would rely on paraprofessionals in lab. settings to supervise children; Teachers would do student instruct/ supervision. | High school level. |
| Post-Secondary<br>2 year | --- | --- | --- |
| Jr. College<br>2 year | Depends on community, but select those who most closely meet criteria. Train those with most experience first: current nursery/other school teacher, directors; those with 4 yr. degree. | Those with most experience become trainers for other positions. Draw on staff of Jr. and 4 yr. | Draw on jr. & 4 yr. college; essential to coordinate courses so don't duplicate. |
| University<br>4 year | --- | Directors & Educational coordinators; other staff. | College programs for directors/ educational coordinators; others through apprenticeship attached to technical colleges. |
| Head Start LDP<br>6 weeks | In addition to those already employed in child care, Head-start, include more teachers, and those just hired/not employed. | --- | In many universities, with "good" early childhood depts. |
| Family Day Care<br>1 year | Use trainers/ educators currently working in college programs; could also use family day care mothers. | Family day care mothers as trainers. | Start developing training at colleges that have career oriented courses. |

Program Director Data Summary: Written & Oral Combined

| | In Planning/Providing Training What Pitfalls Would You Wish to Avoid? (O-42b) | What Other Issues to Consider? (O-43) |
|---|---|---|
| High School<br>1 year | Equating the length of training with or the number of hours with quality training. | |
| High School<br>2 year | Main problem would be to provide sufficient staff as trainers. | Real issue: "What is good day care?" No consensus: Some think it is custodial care; others say'stimulating experience'; others say "structured instructional program for children." |
| Post-Secondary<br>2 year | Mistake not to have a laboratory/demonstration center under auspices of training program; allows the needed control to provide experience for students. | |
| Jr. College<br>2 year | Not to draw on professional expertise should be avoided. Avoid political influence. Need to consider 'what is the purpose of day care.' | What will be done and how in providing training & services will depend on the source of funds. Problem of providing care for school age and establishing coordination. |
| University<br>4 year | Training by courses. Limiting training for all staff to Universities. Lack of continuous on-the-job training for all employees all the time. | |
| Head Start LDP<br>6 weeks | Process of student selection, need to consider the criteria and who selects. | Student should have opportunity to know about/to see various early childhood model. With fanatic committment to diverse models, training becomes fragmented, discontinuous type of in-service training. |
| Family Day Care<br>1 year | Would not train in college or university; Need more contact with community; Head Start taught a lot: cannot train one person to be all things, and in two weeks. | |

## APPENDIX C: STUDENT INTERVIEW DATA SUMMARY

A summary of students' responses to interview questions are presented in the following table.

Responses are summarized according to program types. For the Family Day Care Program, the responses of the family day care mother and the student are given separately. The responses of the three student/staff members interviewed in Head Start Program are combined in the summary. No student information was gathered from the two-year high school program.

In summarizing the data obtained from transcription, every attempt was made to retain the intent and content of the response although it was not always possible to retain the exact wording used by the respondent.

STUDENT INTERVIEW SUMMARY

| | What kind of job or specific field are you training for? (1) | | | | What jobs are other students training for? (2) |
|---|---|---|---|---|---|
| | Aide | Assistant | Teacher | Other | |
| High School: 1 year | in nursery school/public school | | | babysitting | Same type or don't work in area just trying out or generally interested. |
| Post-Secondary 2 Year | | public school | private day care center | | Same types of jobs; Some specialize with mentally retarded/ learning disability. |
| ** Jr. College: 2 Year | | | Head Start Private day care | Head teacher/ supervision | Various job levels/ settings; Night students generally employed in child care/ preschool/ other jobs. |
| University: 4 Year | | | Preschool/ Kindegarten in public school | | Teachers Preschool/ Kindergarten teachers. |
| Head Start Leadership Development Program 6-8 weeks *** | | Head Start 1 staff | Head Start 2 staff | | Jobs ranging from aide-director; 90% are teacher related; 10% cook, social worker, etc. |
| Family Day Care; **** 1 Year | | | preschool | | preschool/older levels |
| Student | | | preschool | | preschool/older levels |
| Day care Mother | | | | Currently operating family day care home | All family day care operators. |

**At time of entry in to Jr. College Program wanted to be teacher in Head Start or Private day care. Completed AA and went on for B.A. Currently entering M.S. program.

*** Interview with former trainees currently part of training program staff: at time of training were employed in Head Start

**** Interviews were conducted with family day care mother and with student assistant.

STUDENT INTERVIEW SUMMARY

| | How did you find out about program? (3) | Did you know of other programs like this (4) | Why did you decide to start this program? (5) |
|---|---|---|---|
| High School: | | | |
| 1 Year | Program director recruiting in high school classes | No | Like children, and thought the course would be more beneficial than others; Could go to work, otherwise would have to go to continue at another school. |
| Post-Secondary: | | | |
| 2 Year | Coworker mentioned; requested information | No | Liked children; disatisfied with current job; had GI benefits, so wouldn't have to work. |
| Jr. College: | | | |
| 2 Year | Summer job with Head Start | No | During vacation from regular job; Enjoyed Head Start summer work (1965); Wanted to work with children professionally so needed to go back to school. |
| University | | | |
| 4 Year | Program advisor in university | No | Changed from elementary education because wanted to work with younger children; didn't know what else to do. |
| Head Start LDP | | | |
| 6-8 weeks | Regional training officer contacts director | Yes, other LDP in other region | Decision made by local center director whether staff needs training; then asks if person wants to go. |
| Family Day Care | | | |
| 1 Year | | | |
| Day Care Mother: | Friend in neighborhood Staff contacted | No | Would be interesting |
| Student | Program director in other course; asked other students. | Not same kind, but Jr. College training | Liked staff members; interested in program. |

STUDENT INTERVIEW SUMMARY

| | How long were you/ have you been in program? (6) | Have/do students leave the program? Why? (7) (See Director Written #62) |
|---|---|---|
| High School<br>1 year | Completed 1 Yr.<br>9/70-6/71 | No. All stayed. Trial period for 2 weeks for student to change. |
| Post-Secondary<br>2 year | 2 yrs; end of final quarter | Yes. Two-three left before second year. Uncomfortable with children; Have baby |
| Jr. College<br>2 year | Completed 2 yr. program going part-time at night; 4 yrs. for completion<br>9/65-6/69 | No data |
| University<br>4 year | Completed; transferred into program in Jr. year 2 yrs. specifically in preschool/child devel. | Yes. Not really what want to do; Frustrated with teachers, courses; Found out about bad pay, or limited in what you can do. |
| Head Start LDP<br>6 weeks | Completed 6 weeks on campus | No. Not during training session |
| Family Day Care<br>1 year | | |
| Day Care Mother | Started meeting in December-June Others started October 1970 | No data |
| Student | Entered January 1971-June 1971 will continue in Fall 1971- Other students begin Fall 1970 finish June 1971. | Yes. One to take good job. |

STUDENT INTERVIEW SUMMARY

| | At what educuational level did you enter program? (8) | | At what educational level do other students enter? (9) | | |
|---|---|---|---|---|---|
| | High School | College | High School | College | Other |
| High School<br>1 year | Beginning of Senior year. | | Beginning Jr. or Senior; mostly Jr. Recent H.S. grad. | | |
| Post-Secondary<br>2 year | H. S. Grad; Secr training in WACs out of school 5 years. | | | | |
| Jr. College<br>2 year | Grad & Secretarial training | Completed Bible College; out of school 13 years. | H. S. Grad. | | Varies; some nave not finished H.S.; get GED |
| University<br>4 year | H. S. Grad | Transfer from other school; entered Jr. yr. | | Varies; some transfer in Jr. yr; others begin as freshman | |
| Head Start LDP<br>6 weeks | | Grad. Elem Ed. | | | Varies: all levels; some with grad. work. |
| Family Day Care<br>1 year | | | | | |
| Day Care Mother | | | | | |
| Student | | Transfer from other school; mid-year junior | | All have at at least 2 yrs. college; 3 grad. students next yr. | |

STUDENT INTERVIEW SUMMARY

| | Work experience before entering program (33) | Before entry into program, what kind of experience with children? (15a) | | Any particular age/or special groups? (15b) |
|---|---|---|---|---|
| | | Job related | Other | |
| High School<br>1 year | Dishwashing in nursing home; selling snacks in theater; babysitting | Occasional babysitting | | Mainly 2-5 year olds; no groups experience |
| Post-Secondary<br>2 year | After H.S. took 2 yrs. in Women's Army Corp; Trained as secretary, Worked in Post Office 3 yr. | no formal experience | Oldest child: Took care of siblings while mother worked; Own family; | No |
| Jr. College<br>2 year | Secretary in Insurance office 13 years. | Headstart during summer as aide (1965) | | Preschool, group setting disadvantaged |
| University<br>4 year | Secretary in University 6 years; full-time summer; part-time during school. | Occasional babysitting | | No |
| Head Start LDP<br>6 weeks | Agriculture Extension: 4-H<br>17 years in Church sponsored day care center. | All participants employed in H.Start<br>* elementary ed.<br>* 4-H school age<br>* Church center for preschool children. | Own family | Varied Ages |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | 20 years in family day care. | 20 years family day care mother | | Mainly preschool |
| Student | Teaching swimming; babysitting | Frequent babysitting<br>Taught swimming to children who were afraid of water | Practicum for other courses: Children's School Well-Baby Clinic | Infants; preschool & 5-8 yrs. |

STUDENT INTERVIEW SUMMARY

| | Other students: Before entry. What kind of work experience? (34) | Other students: What kind of experience with children before entry? (16) | |
|---|---|---|---|
| | | Job Related | Other |
| High School 1 year | Odd jobs; waitressing, babysitting | Some occasional babysitting | |
| Post-Secondary 2 year | In night program many employed currently in preschool nursery/ day care. | Some have Head Start work in preschool; Most day students have no prior experience. | Some have child development course in high school |
| Jr. College 2 year | Some employed in Model City Day care; Head Start; preschool; Varies | Some with Head Start experience others continue employment preschool settings and take classes. | Many have own families. |
| University 4 year | Varies: office work; waitress; 90% work in University office jobs. | Most have no prior experience. | |
| Head Start LDP 6 weeks | Varies: All participants in training sessions currently employed in local Head Start | Currently employed in Head Start centers prior experience varies. | Many have own families |
| Family Day Care 1 year | | | |
| Day care Mother | Provide family day care. | All currently providing family day care services. | Many have own families |
| Student | Head Start; Job Corps; others odd jobs. | Varies: Head Start preschool. | All have had practicums working with preschool children at the college. |

STUDENT INTERVIEW SUMMARY

| | What does/did it cost you to participate in the program? (10) | How much do you pay for? (11) Tuition | Books | Materials | Transportation |
|---|---|---|---|---|---|
| High School: 1 Year | No cost | none | provided | provided | not necessary |
| Post-Secondary 2 Year | $21.00/quarter tuition | $21/ qtr. | minimal | none | public transportation |
| Jr. College 2 year | Minimal; part of college tuition | $5/8 cred. hrs. $10/more than 8 credit hours. | $25-30/ semester | none | |
| University: 4 year | Nothing specific Part of college tuition Indirect cost; if have to quit job during 8 wk. student teaching | $250/semester | 50-100/ semester. | none | During student teaching 8 weeks |
| Head Start LDP 6-8 weeks | Nothing; Stipend provided; Indirect cost due to 6 wk. salary loss. | Tuition waived | provided | provided | Public trans. to participation setting paid out of stipend. Weekend commuting to local community. |
| Family Day Care Day Care Mother | No cost | | | | |
| Student | Nothing specific; part of college tuition | $50/unit/ semester course is 3 units per semester | Minimal; Instructor provides most | | Minimal cost: homes within walking distance |

STUDENT INTERVIEW SUMMARY

| | Difficulty finding money for these expenses? (12) | Is financial aid available to people in the program (13) | Do you receive salary for work (participation) in program (14) |
|---|---|---|---|
| High School | | | |
| 1 year | Not applicable | No | No |
| Post Secondary | | | |
| 2 year | No. Initially worked then had GI Bill. | Yes. Work-study; GI Bill. | Community centers pay only during last quarter during internship; aide salary: $3.70/hr. Employed students receive salary from center during time in lab. center. |
| Jr. College | | | |
| 2 year | No. Worked full-time during day. | Yes. Loan, Scholarships through Headstart; State scholarships. Not directly from program. | Students doing participation in center where employed receive salary..others none. |
| University | | | |
| 4 year | No. worked half-time during school | Yes. Loans through University or Home Econ.; Not for Preschool directly. | No |
| Head Start LDP | | | |
| 6 weeks | No. $75/week stipend + $15/child | Yes. Stipend from HSLDP | Yes. Stipend for participation during 6 weeks program. |
| Family Day Care | | | |
| Day Care Mother | Not applicable | Not applicable | Yes. $10.00/month. |
| Student | No | Yes. Through college but not specifically through project. | Yes |

STUDENT INTERVIEW SUMMARY

| | During training program do/did you work? (35) | During training program; other students work? (37) |
|---|---|---|
| High School<br>1 year | No | No |
| Post-Secondary<br>2 year | Yes, first 6 months worked in post office at night. | Yes, some on work study after school; night program employed in various fields full-time/ part time. |
| Jr. College<br>2 year | Yes, Full-time in insurance office (3 yrs) 1 yr. in day care center. school at night. | Night program students employed in various areas; some full-time/ part-time dont know about day students. |
| University<br>4 year | Yes. Sec. in Univ. Dept. ½ time When student teaching worked 5-9 pm. | Most work in Univ. |
| Head Start LDP<br>6 weeks | No. Not during 6 week training session; all employed in Head Start centers. | No. Released from jobs during training; all employed in Head Start. |
| Family Day Care<br>1 year | | |
| Day Care Mother | Providing day care in home | |
| Student | Some babysitting | |

STUDENT INTERVIEW SUMMARY

| | Course work: Describe your class schedule (17) | | Other students have the same kind of schedules? If not, How did they differ? (18) | |
|---|---|---|---|---|
| | Child Care Training related: | Other Course Work: | Child Care Training related: | Other Course Work |
| High School 1 year | Child Care Training 3 hours/day: 5 days a week. 1 hour each of class; working with children; preparation of activities | 1st English; Social Studies, office practice; 2nd office Machines Family living, Foods. | Same 3 hrs/day. | Took courses in high school curriculum. |
| Post-Secondary 2 year | 1st year; mostly class work/observation/ participate in lab center; 2nd year; 3 qtrs. practicum in agency/lab center. | | Generally the same 2 groups of 18 students. | |
| Jr. College 2 year | Initially general education: and child development requirements. 6-10 credit hrs. at night/semester 1 semester practicum in center/6 credit hrs | Concurrent courses in other depts. | Students schedules vary - some courses and practicum. If not working in a preschool setting spend less time with children. | |
| University 4 year | Initially general University requirements. Last 2 yrs. more child development & methods. Complete program with 1 semester student teaching. | Concurrent course; work in other depts. Most courses not child development related: Family econ; Family relations. | Schedule varies; take required courses when want to, or available. | Take course work in other depts. concurrently. |

STUDENT INTERVIEW SUMMARY

| | Course work: Describe your class schedule (17) | | Other students have the same kind of schedules? If not, How did they differ? (18) | |
|---|---|---|---|---|
| | Child Care Training related: | Other Course Work: | Child Care Training related: | Other Course Work |
| Head Start LDP<br>6 weeks | For 6 weeks - ½ day in participation in center; afternoon have related classes. | | All trainees have some basic activities & content go through 6 weeks as a group. | |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | 2 days month. 1 day with student- 1 day month meeting with small group of family day care mothers. 8 had special course in child development at night. | | Group of 4-6 FDCM all meet at same time at storefront. | |
| Student | Monday-work in home with family day care mother: each student has 3 homes. Wed. relieve mother and work on own in a.m. afternoon class discussion - | other courses concurrently: Infant-mother relationship; work in children's school; well-baby clinic; research course; seminar on individual differences | Yes, but rotate - 3 weeks in homes, 1 week for field observations. | other course work concurrently. |

STUDENT INTERVIEW SUMMARY

| | Time spent doing the following things? (19) | | | | |
|---|---|---|---|---|---|
| | Classroom Instruction by teacher | Observation of children | Participation in child care setting | Independent study | Other/Special activities (Combined 19 & 22) |
| High School<br>1 year | 1 hr. day/ five days/ wk. for the school year. | Incorporated into participation time at the center. | 1 hr. day or maybe two hrs/day: five days/wk for entire school year. | Usually 1 hr. of preparation time some use of resource library; some homework. | Two visits to urban center to observe nursery schools and children. Homevisit (1) |
| Post-Secondary<br>2 year | Varied | Varied during 1st. yr. classes would have observation times. | 2nd year total participation: 1st. yr. last six weeks in lab center. | | Some field trips with children, Visits to other settings for observation. |
| Jr. College<br>2 year | Unless working in Headstart, Model cities, etc. spend most time in class/discussion seminar. | 1 semester course | 1 semester practicum: 5 days wk/4 hr/day. | | |
| University<br>4 year | Most of time 90 %<br>Other about 10 % | 1 semester course | 1 semester; 8 wks. each.<br>1 in public school<br>1 in nursery school | Special problems course: Student selects area related to children and works in community. worked on committee to design children's park. | |

STUDENT INTERVIEW SUMMARY

| | Time Spent doing the following things? (19) | | | | |
|---|---|---|---|---|---|
| | Classroom Instruction by teacher | Observation of children | Participation in child care setting | Independent study | Other/Special activities (Combined 19 & 22) |
| Head Start LDP<br>6 weeks | About ½ day for 6 weeks | 1 week emphasis on observation; visits to settings. | ½ day in morning over 6 weeks. | Varies according to student interest. | Varies: Guest speakers: University activities related. |
| Family Day Care<br>1 year | | | | | |
| Day Care Mother | 1 day per mo. attend small group meetings voluntary involvement. In evening child development course by project staff. | | | | With student once a month for meeting. A few large group activities with all students, FDCM children. |
| Student | ½ day week with students and staff. | | 2 times a week in family day care home. | 1 morning/month Visits to community centers; services. | 1 morning/month. Attend meeting with family day care mothers. Field trips with FDCM, children: 300 & Library. |

STUDENT INTERVIEW SUMMARY

| | In the training program, describe observation experience (20) | Kind of experience participating in a Child/Care Educational setting (21) |
|---|---|---|
| High School<br>1 year | Lab center setting only; Observe various developmental aspects of child. Assess child on types of tasks; follow child over time and record performance changes. Home visits | Continuous participation in lab center only. In charge of various aspects of program during a week: snacks, art activity. |
| Post-Secondary<br>2 year | Observation in varies settings. observations related to various courses, creative activity; child development. record various behavior, activities of one child. | 1st year: 6 wks. in lab center under supervision; arrange field trips activities; 2nd year: Participation in 3 settings: lab, and community settings. |
| Jr. College<br>2 year | 1 formal observation course in varied settings observe and record child behavior; | 1 semester at end of course, either in centers run by program, or in centers where employed. Includes once a week seminar and preparation of special project. Supervision |
| University<br>4 year | 1 formal course; assignment varies widely; observe teacher, children, and characteristics, Assigned one setting preschool lab/community setting. | 1 semester; 2 settings: kindergarten and preschool; Supervision. |
| Head Start LDP<br>6 weeks | Visit different centers in community see various models; 1st week is primarily observation in centers. | ½ day in one center for 6 weeks. Supervision. |
| Family Day Care<br>1 year | | |
| Day Care Mother | | Operate family day care homes; |
| Student | Not formal; kept daily log of experience in homes. | Assisting family day care mother; ½ day take over in family day care home; Work in several homes, no supervision by staff. |

STUDENT INTERVIEW SUMMARY

| | Where did you observe or participate? (23) | | |
|---|---|---|---|
| | Training laboratory program center | elementary school | Community Day Care/ Nursery School |
| High School 1 year | Continuous during yr in center under auspices of program | Two students did participation in kindergarten during second sem. | Two visits to urban nursery schools |
| Post-Secondary 2 year | 1 quarter in 2nd year. 1st yr: 6 wks, and frequent observations related to course work: Visit to MR center: hospital day care center. | Participation: Kindergarten 3 months. | Participation Model Cities Day Care Mobile van, 3 months. |
| Jr. College 2 year | employed as aide in lab center during practicum. | | Other students participation done in place of employment. |
| University 4 year | Observation 1 morning wk. University preschool center Student teaching 8 wk. | 8 weeks student teaching in kindergarten | Other students do student teaching in Montessori, Hospital play room; Univ. housing preschool; franchised center. |
| Head Start LDP 6 weeks | Campus lab school | | In community Head Start; |
| Family Day Care 1 year | | | |
| Day Care Mother | | | Some go to center 2 days/ week with children from family day care home. |
| Student | | | One time visits to community centers. Weekly participation in family day care homes. |

STUDENT INTERVIEW SUMMARY

How do the settings or situations for observation or participation differ? (24)

| | Staff | Age of special characteristics of children | Full-day operation vs. part-day | Other |
|---|---|---|---|---|
| High School<br>1 year | Two centers in urban area: one had college students training other had older women. | Both were centers for 3-5 years. | work 2 hr. day with children in lab. | facilities: both houses |
| Post-Secondary<br>2 year | More staff in Model Cities. Only one teacher in kindergarten | Observe all ages: 1st yr. 6 weeks in lab with 3 yr. olds<br><br>2nd year:<br>Model City-4 yr olds<br>Kindergarten-5 yrs<br>Lab Center infants | Model cities: 6 hr day. Kindergarten full-day, 2 groups ½ day each. | Model cities: mobile unit; Kindergarten regular class room. |
| Jr. College<br>2 year | | Range of age 2-5 in different groups. | Day students participate ½ day; others work full time if employed. | Team teaching for 2-3 yr. olds. |
| University<br>4 year | Lab preschool: More staff and specialists (Teacher assistant student; Kindergarten: only teacher/student | Kindergarten: 5-6 yr. More children-2 groups of 25. Lab school: 4 yr. Fewer children in preschool (18) 30% had some special problems. | ½ day in lab school, full day kindergarten. | Content and activities differ by age level; older ones go alot further. Facilities differ in public school vs. nursery school. |

STUDENT INTERVIEW SUMMARY

How do the settings or situations for observation or participation differ? (24)

| | Staff | Age of special characteristics of children | Full-day operation vs. part-day | Other |
|---|---|---|---|---|
| Head Start LDP<br>6 weeks | Participated one setting: Some team teaching; use of paraprofessional teacher handling of children; | All preschool: Age varies; some age graded; some classes all boys. | | Visit centers using different models; program for handicapped. Director, Social workers, cooks, work in and visit more than one center. |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | | | | |
| Student | | Age range in different homes; some emotionally disturbed, handicapped; infants and preschool | work ½ day in a home. | Range of activities performed by family day care mother. Licensed and un-licensed homes. |

STUDENT INTERVIEW SUMMARY

TASKS/RESPONSIBILITIES DURING YOUR PARTICIPATION IN CHILD CARE SETTING: (25)

| | Planning | Activity with Children | Maintenance Tasks |
|---|---|---|---|
| High School<br>1 year | with teacher: Daily program play activities & educational activity; | Supervise play;<br>present educational activity lessons: stories, art. | Preparation of materials, visual aides.<br><br>Clerical: review papers, typing.<br><br>Record keeping: Observation of children, recording.<br><br>Food preparation: rotating assignment weekly. |
| Post-Secondary<br>2 year | In Kindergarten: teacher did most of day/week planning with suggestions for specifics from student: educational activity & creative play. | Supervise creative play;<br><br>Present lessons and creative activities. | In Model city program: set up meals. |
| Jr. College<br>2 years | Plan daily activity and units under director supervision. | Wide range of creative activity and lession with children: music, stories. | Prepare resource file, materials.<br><br>Prepare lesson and unit plans.<br><br>Assigned observations. |
| University<br>4 year | Weekly program plan with teacher and daily discussion of activities, lessons. | Wide range of activity with children: lessons, creative activity. Presentation and supervision. | Prepare weekly lesson plans;<br><br>Prepare materials & set-up<br><br>Notes to parents, parent conferences. |

STUDENT INTERVIEW SUMMARY

| | TASK/RESPONSIBILITY DURING PARTICIPATION IN CHILD CARE SETTING: (25) | | |
|---|---|---|---|
| | Planning | Activity with Children | Maintenance Tasks |
| Head Start LDP<br>6 weeks | Full responsibility for weekly planning of program. | Present creative activity and educational tasks.<br><br>Supervise activity, play | Do medical check on children<br><br>Set-up material/activity.<br><br>Supervision of meals. |
| Family Day Care<br>1 year | | | |
| Day Care Mother | Little formal planning other than general schedule for meals, naps, time for play. | As provider of day care supervise full range of activity with children.<br><br>Occasional trips & errands in community. | Some mothers do elaborate meal planning and preparation. |
| Student | No formal planning for tasks in day care homes. | Generally assist family day care mothers in all types of tasks involving children;<br><br>Activity unstructured.<br><br>Indoor play; outdoor play, and walks in neighborhood.<br><br>Creative activity and educationally-oriented activity as occasion arises.<br><br>Bathing & dressing children. | Food preparation and supervision of meals.<br><br>Recording events of participation in daily log. |

STUDENT INTERVIEW SUMMARY

| | How activity changes in different settings: (26) | How activity changed in particular setting: (27) |
|---|---|---|
| High School<br>1 year | Participate in one setting only. | |
| Post-Secondary<br>2 year | In Model Cities worked with children 4 yrs. alone for one hour 7-8:00 responsibility greater in kindergarten because less staff - kindergarten teacher did planning; no meals in kindergarten. | In kindergarten left alone with children. |
| Jr. College<br>2 year | Only participate in one setting. | Employed during practicum as aide. Worked as teacher with 4-5 year olds. Responsible for children and student teachers; did more student observation, let student plan, discussion with student. |
| University<br>4 year | More responsibility in kindergarten; sometimes alone with children; in lab school teacher always there; more structure activity and lessons. | In kindergarten increase responsibility over the week, then take over. |
| Head Start LDP<br>6 weeks | Student works in one setting. | Gradually take over more activity after lst. week. |
| Family Day Care<br>1 year | | |
| Day Care Mother | | |
| Student | Yes, somewhat depends on Day Care home; some mothers have more structural activity. Some don't cook meals, but children bring lunch; some homes student works with emotionally disturbed; in some homes interact more with day care mother. | |

STUDENT INTERVIEW SUMMARY

DURING PARTICIPATION HOW MUCH TIME DO YOU SPEND WITH: (28)

| | Program Director | Training Supervisor | Head Teacher/Teacher | Other |
|---|---|---|---|---|
| High School<br>1 year | 2 hrs/day in lab. center under her supervision | same as prog. director | same as program director | students working in lab. during a.m. are supervised by assistant teacher. |
| Post-Secondary<br>2 years | | periodic observation evaluation by visiting supervisor on training program staff when working in community programs. | Kindergarden daily with 1 cooperating teacher.<br><br>In lab. center: mostly with Infant section. Head teacher.<br><br>In model city: all time with head teacher, and teacher. | <br><br><br><br>also with assistant teacher |
| Jr. College<br>2 year | Most time under supervision of director of lab. program. | Periodic observation and discussion with training supervisor & director | may be working with a head teacher in some cases. | Once week meeting and discussion with training staff/practice teachers. |
| University<br>4 year | | Periodic observation by training supervisor. | Kindergarten teacher daily discussion and classroom supervision.<br><br>In lab. center supervision and discussion daily with head teacher. | <br><br>Most time in lab. center with assist. teacher.<br><br>Some interaction with specialists: speech therapist; psychologist. |

STUDENT INTERVIEW SUMMARY

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STUDENT INTERVIEW SUMMARY

| | DURING PARTICIPATION HOW MUCH TIME WITH: (28) | | | |
|---|---|---|---|---|
| | Program Director | Training Supervisor | Head Teacher/Teacher | Other |
| Head Start LDP<br>6 weeks | | periodic visits/ observation by training program staff. | Most time with cooperating teacher in community center while working 1/2 day. | Interact with entire staff in the setting: e.g. other teachers, nurse. |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | Meet one day month with director/ and staff. | | | small group of day care mothers once a month.<br><br>Work with student 1 morning/month in home. |
| Student | Class session 1 day (3 hr.) week with prog. dir. & staff. | | | Work with family day care mothers 1 morning/ week.<br><br>Class discussion with all students 3 hr. week. |

STUDENT INTERVIEW SUMMARY

| | Participation in staff meetings/in-service training in child care program: (30) | | | Involvement with parents in the child care program: (29) | | |
|---|---|---|---|---|---|---|
| | Attend | Type | Required | Parent Program | Other | Required |
| High School<br>1 year | Not part of lab. center program | | | Not part of lab. center program. | Minimal: when parents pick-up children.<br><br>Home-Visit (1) | No.<br><br>Yes. |
| Post-Secondary<br>2 year | Depends on the availability community setting.<br><br>Not in particular programs that was part of. | Workshops | No. Attend when available, appropriate. | Not part of program. | Informal contact. | No. |
| Jr. College<br>2 year | Yes, Worked as aide in lab. center during sem. practicum. Considered part of staff. | In-Service | Yes. | Not part of lab. program | Informal | No. |

STUDENT INTERVIEW SUMMARY

| | Participation in staff meetings/in-service training in child care program: (30) | | | Involvement with parents in the child care program: (29) | | |
|---|---|---|---|---|---|---|
| | Attend | Type | Required | Parent Program | Other | Required |
| University<br>4 year | Yes, but depends on setting. Did not have in-service program. | Staff meetings | Yes, part of student teaching | Not in Kindergarten: only attend PTA; Minimal | Parent conferences | Yes. |
| | | | | Lab. Center: parents participate in class anytime with children. | Informal visits after school. | Yes. |
| | | | | | Student presentation and discussion to parents on selected topic. | Yes. |
| Head Start LDP<br>6 weeks | Yes | Any staff meetings/ in-service work that is available in setting. | Yes | Most centers have parent program; Attend parent meetings, activities | Parent volunteers in classroom | Yes. should try to go to two meetings |
| Family Day Care<br>1 year | | | | | | |
| Day Care Mother | Yes | Meet once month with staff & other day care mothers | Yes | No formal program | Informal contact daily by individual FDCM. | |
| Student | Yes | Participate in meetings with staff & FDCM, as time permits. | | No parent program in family day care; | No contact with parents | |

STUDENT INTERVIEW SUMMARY

In what areas were students evaluated? How? (31)

| | Course work or content | Observation | Participation |
|---|---|---|---|
| High School 1 year | Quiz on reading during class time. Cummulative grades every 9 weeks. | By program director during first 9 weeks. | By program director on various things. |
| Post-Secondary 2 year | reading; written assignments. | written assignments in various classes. | Cooperating teacher and supervisory teacher. |
| Jr. College 2 year | Individual course grades | Written assignments | Training supervisor and input from teacher. |
| University 4 year | Term papers. Some self-evaluation, teacher conference. | Graded on written reports. | Teacher and training supervisor - consider lesson plans, progress, observe with children. |
| Head Start LDP 6 weeks | Write term paper or student determined topic. Final project that is presented in local center. | Records on children | Program staff observation centers. Students do program evaluation of participation settings. |
| Family Day Care 1 year | | | |
| Student | Class discussion | Daily log on work in Family day care homes. | Feed back from family day care mothers. |

STUDENT INTERVIEW SUMMARY

Activity & Plans after Training (36, 39, 41a)

| | EMPLOYMENT | | EDUCATION | |
|---|---|---|---|---|
| | Immediately | Future | Immediately | Future |
| High School<br>1 year | Completion: June 1971<br>Temporary Employment: washing dishes in nursing home.<br><br>Applied for teacher aide in public school; because no preschools in area. | Would like to be nursery school teacher or food service manager in hotel/nursing home.<br>Will try work in public school for 1 yr. to see if she likes it. | | Might consider going back to school after 1 year of working. |
| Post-Secondary<br>2 year | Completion of program: Sept. 1971. Hired as assistant teacher to work with infant section in the laboratory center. | | | Might take courses at local or State college, in child development |
| Jr. College<br>2 year | Worked half-time as Sec. in early childhood organization while earning B.A. | Wants to work part-time in Head Start as teacher while getting M.S. | 2 yr. program for A.A. completed June 1969; continued B.A. program in early childhood; completed B.A. June 1971. | Sept. 1971 beginning M.A. in early childhood will complete in 2 yrs. going half time. |

STUDENT INTERVIEW SUMMARY

Activity & Plans after Training (36, 39, 41a)

| | EMPLOYMENT | | EDUCATION | |
|---|---|---|---|---|
| | Immediately | Future | Immediately | Future |
| University<br>4 year | Completion: June 1971; Temporary Employment: sec. on 4-C project in Early Childhood Ed. Dept.<br><br>Applied for Kindergarten teacher position with public schools; many applied, so not good chance. | Probably won't work in preschool/kinder. | | Might go to grad. school in educ. adm.; may be retailing. |
| Head Start LDP<br>6 weeks | Returned to local Head Start centers: completed over 2 years ago. | Summer 1971 program phased out; staff disbanded. | | |
| | Subsequently hired on training program staff: 2 teachers in lab. center, 1 training supervisor. With program 2-4 yrs. | All interested in assuming teacher/ director position & developing programs; All will work full/ part time in field. | | Interest in continuing in early childhood education; one has specific plans for school. |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | Continue to operate family day care home. | | Would want very much to continue in Fall '72 program. | |
| Student | At end of 1 project year working temporarily: hand crafts | Original interest in Library Science/ combined with young children. Not sure. | Continue with project until Jan. 1972. Complete college undergraduate work. | May continue for teaching credential/ grad. work in special education. |

STUDENT INTERVIEW SUMMARY

Activity Upon Completion of Training Program: Other Students (Combined #37 and 40)

| | Employment | Education |
|---|---|---|
| High School<br>1 year | Juniors: temporary employment full & part-time waitress work; some babysitting | Will return to high school to complete senior year |
| | Senior: Temporary employment; one will work in factory; one looking for job in Head Start or teacher aide in public school.<br><br>Only 2-3 will work with children because to get job required relocating in the city; pay not enough to support living in city. | Two graduates going to vocational school in clerical occupations |
| Post-Secondary<br>2 year | Graduates mainly will be hired by public school operated preschool centers where they have done internships. The will be "group leaders" or teachers. One graduate will be at Mental Retardation Center. | One may go on to college. |
| Jr. College<br>2 year | Some continue employment in day care centers/ Head Start. Others hired in Model Cities or Public Schools; not many in private centers because of low salary.<br><br>Many not able to find jobs in day care. | Some students continue at 4 year level; 3-4 from night program went on. Probably more day students continue. |

STUDENT INTERVIEW SUMMARY

Activity Upon Completion of Training Program: Other Students (Combined #37 and 40)(Continued)

| | Employment | Education |
|---|---|---|
| University<br>4 year | 2 graduates have jobs: teacher in coop. nursery school; teacher in 5th grade in private school.<br><br>All applied for positions with public school system; currently no jobs available/experienced teachers given priority/salary too low. | |
| Head Start LDP<br>6 weeks | At time of training, all employed in Head Start and return to local centers.<br><br>Some promoted in their particular centers; others change jobs and work in other preschool settings. | Some return to campus for follow-up training the next year. |
| Family Day Care<br>1 year | | |
| Day Care Mother | Currently provide family day care. Five participants will function as "field faculty" in the 1971-72 program: identify and help train new family day care mothers. | On a voluntary basis, mothers may continue to participate in monthly meetings and in evening child development course taught by training project staff. |
| Students | One will continue with project on a work-study basis. | Continue with other course work at college; after graduation from college, most go on to get teacher credential at same college or transfer. |

STUDENT INTERVIEW SUMMARY

| | How Program will help: (Potential benefits) (41b) | | | |
|---|---|---|---|---|
| | Personal | Occupational | Education | Other |
| High School<br>1 year | for other student, found she wasn't able to get along with children - didn't like children - she found this out. | if hadn't taken training, wouldn't have been qualified to apply for teacher aide - other girl has change to work in kindergarten. | learned to know what children are about... to like children. | |
| University<br>4 year | Help if have children; given new out look on children. | Won't help unless economic situation gets better; no jobs. | | |
| Head Start LDP<br>6 weeks | Learned that she needs to learn more; helps you to identify weaknesses, to develop confidence to work with other people. | All got positions as program staff because of work in training program; provided experience and competancy in working with children. Motivates people to continue in education. | | Helps people to really get involved, opens up doors you thought were closed to you. |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | Created more of an interest in taking care of children. | Nice to know ladies can refer people to each other if they have an opening. | Learned about activities for criteria, equipment. | |
| Student | Will think realistically about number of children to have. | | | different from exposure to children in lab school or well-baby clinic--most honest and natural setting. |

STUDENT INTERVIEW SUMMARY

If looking for employment in a Child Care / Development Program: (38)

| | a. What would you consider a desirable situation? (staff, program characteristics, salary) | b. What kind of children would you like to work with?(age, other characteristics) |
|---|---|---|
| High School<br>1 year | Direct work with children; being an aide to a teacher; taking over classes, supervising; being outside with children; and doing odd jobs for a teacher. $1.50-$2.00/hr. | Prefer to work with preschool (3-5 yrs) but no programs in the area, so have to work in elementary school setting K - 3rd, 4th grade. |
| Post-Secondary<br>2 year | Place where could make improvements; work in place where people weren't really trained, place where can make contributions, changes, start out on right track; | Like working with infants thru 2½ years. |
| Jr. College<br>2 year | Work in center where not too much structure in curriculum for children, where people genuinely interested in children. Enough staff for no. of children, perhaps small center; starting out. | Disadvantaged |
| University<br>4 year | Want to be kindergarten teacher in public school; look for principal or supervisor that had free ideas; autonomy to do what want; if upper elementary, would like team teaching, in kindergarten rather be alone. | 5 - 6 years. |
| Head Start LDP<br>6 weeks | Like current lab school situation. | Preschool |
| Family Day Care<br>1 year | | |
| * Day Care Mother | Home atmosphere for children; clean; most important that child have a chance to play. | Preschool not more than five children. |
| Student | Nursery school; people working with would be most important; salary not important. | Small groups, age not important. |

* Question Variation: "What would you consider to be a good family day care setting?"

STUDENT INTERVIEW SUMMARY

| | What parts of the training program: (42) | | | |
|---|---|---|---|---|
| | a. Particularly useful? | b. Least useful? | c. Most interesting? | d. Least interesting? |
| High School<br>1 year | Just being around children, learning how to approach and understanding children is most important; getting along with people you work with. | No. Every part useful. | Working with children trying to figure out why the child did this, said that; trying to understand child, so you know what to do for him. | |
| Post-Secondary<br>2 year | Child development: Child from birth to 9 yrs. Most everything useful. | Special groups not too useful; because did not want to work with special children. MR, deaf. | Creative activity | Nutrition - Very important but not exciting. |
| Jr. College<br>2 year | All useful; but most was practicum - work with children. | | Everything of interest. | |
| University<br>4 year | Student teaching Observations/Method Spec. course work in community. | Nutrition course, family econ, family relations. | Best courses in education and psychology; most interesting were methods, day care and kindergarten. | Home ec. courses. |
| Head Start LDP<br>6-8 weeks | In general program provides good background in preschool ed; solid foundation for teaching preschool. | | | |
| Family Day Care<br>1 year | | | | |
| Day Care Mother | Talking to other family day care mothers & exchange of ideas - learning about child development. | | Other mothers exchanging ideas. | |
| Student | Being in homes & seeing differences; advance work by staff developed good foundation for student FDCM relationships. | Recording in daily log. | Differences in the people: FDCM, children, reactions to students, meeting; Watch mothers gain confidence. | |

STUDENT INTERVIEW SUMMARY

| | What parts of the training program: (43a-b) | |
|---|---|---|
| | a. Could be better? | b. Were left out? |
| High School<br>1 year | More involvement with parents; have parents discuss problems with teacher, observe children. | Discussion groups for parents to get together with other parents at night. |
| Post-Secondary<br>2 year | Nothing - but could have worked with children earlier; still need to know background. | Have had problems in planning. |
| Jr. College<br>2 year | More interaction between classroom & day care centers. | Need to include: currently working out curriculum for preschool in science and math. |
| University<br>4 year | Practical aspects; should have more experience with children; curriculum should be better. | Visits to different kinds of programs: Montessori/day care. |
| Head Start LDP<br>6 weeks | Not enough participation settings; some centers are not best for students. | |
| Family Day Care<br>1 year | | |
| Day Care Mother | Would like more time for meetings; discussing children and exchanging ideas. | |
| Student | Students should all start in Sept. 2 entered in Jan. Need time to familiarize self with home. Wanted to go into homes more. Time between visits too great. | More emphasis on day care mother as individual; focus on individual outside interests, cooking, handrafts, music, etc. |

STUDENT INTERVIEW SUMMARY

| | What Part of The Training Program Would You Change? (How/Why) (43-C) | As Part of The Program Do Students Take Suggestions For Changes? What Kind? (32) |
|---|---|---|
| High School<br>1 year | Provide transportation for children to lab. center; some cannot attend because of transportation problem.<br><br>School cannot pay for trans. bec./ people complain of cost; but would be good for children to come & help program. | Throughout year; students suggested activity areas & scheduling arrangements. |
| Post-Secondary<br>2 year | Practical application; in nutrition course more cooking/preparation of menu, relate to class lecture, why important. | In some courses: students determine discussion topics; raise problems. |
| Jr. College<br>2 year | Participation/work in center settings earlier in program: would make classwork more meaningful & provide better experience.<br><br>Perhaps work 3 days in field/ 2 days in classroom to achieve interaction: Nutrition example of area that needs to have relation to center program. | |
| University<br>4 year | Change course work: more independent study; more discussion of various kinds of program, e.g. day care; present new issues in early childhood; more field work & more variation in programs that are participation settings; should go to every type of program. | Yes. Omit some courses: Family relations; family economics; general econ.; Want specific child nutrition course; more practical work/labs.; more independent study/reading on own; more community work; more involvement in student evaluation/ grading. |

STUDENT INTERVIEW SUMMARY

| | What Part of The Training Program Would You Change? (How/Why) (43-C) | As Part of The Program Do Students Take Suggestions For Changes? What Kind? (32) |
|---|---|---|
| Head Start LDP<br>6 weeks | Longer sessions: need more time for participants to adjust/and get oriented. | Yes. Informally and at end of each session students provide feedback. |
| | Made available to high school/others before start working, not after. | Like small group discussions; More opportunity to see different early childhood ed. models: Montessori, etc. Suggestions are incorporated into each session. |
| Family Day Care<br>1 year | | |
| Day Care Mother | More meetings with total group of day care mothers, not just small group. | Yes. Suggested changes in proposal for coming year. FDCM requested course in child development that was taught during first year, and that will continue. |
| Student | None really, because changes are being incorporated in next year program..still flexible.. much consideration has been given to all people involved during the planning. | Yes. Scheduling next year will change from Mon./Wed. to Tues./Thurs. Handiman will be hired to do repairs & make equipment for family day care mothers, at student request. |

## APPENDIX D: INTERVIEW SCHEDULES

This appendix contains the interview schedule and the written questionnaire for program directors and the interview schedule for students.

Date _____

Interview #_____

Interviewee_____

_____

CHILD CARE TRAINING STUDY

DIRECTOR ORAL INTERVIEW

1. What is your formal title?_____

2. What are your responsibilities?

   . Administration (budget, staff hiring)

   . Supervision/Coordination

   . Instructional

   . Curriculum Development

   . Student recruitment

   . Student selection

   . Laboratory/demonostration center

   . Public relations/community activity.

   . Program development

   . Evaluation

   . Other

3. (You indicate that you train people for _____X_____positions)

   Why did you decide to train people for that level?

Interview #_____

Date_____

PROGRAM PLANNING & IMPLENTATION:

4. Can you tell me why your present child care training came about?

   . Need for training

   . Need for workers

   . Individual interest and initiative

   . Part of program expansion in institution or project

   . Other

5a. What activities were involved in planning and implementing the program?

   . Identifying need

   . Program objectives

   . Developing curriculum

   . Staff hiring

   . Facilities

   . Students

5b. How long did it take?

6. Who was involved?

   . Community committees

   . Administration

   . Program staff

   . Service providers

   . Other agencies/institutions

   . Others

Interview #_____

Date_____

7. Were the same people involved in implentation as in the planning phase? If not, who was involved?

8. What did you see as the problems involved in planning and implementing the program?

   . Facilities

   . Curriculum

   . Staff

   . Students

   . Administration

   . Funds

   . Others

9a. What do you consider to be the maximum capacity of your program?

9b. Did your program open at full capacity?

9c. If not, how long did (or will) it take to reach full capacity?

10. What is the administrative structure of your program? (Organizational heirarchy; E.G. school district, independent organization.)

(Now I'd like to ask you some questions about your funding and budget arrangements.)

Interview #_____

Date_____

11. For Federal, State and local funding, on what basis are funds authorized?

    . Social Security, Title IV-A.

    . Vocational - Education

    . Economic Opportunity Act

    . State/Local

    . Other

12. Are there particular requirements for the use of funds available to you?

    . Student characteristics

    . Program content

    . Staff

    . Program evaluation

    . Reporting

    . Others

13. In your opinion, if additional Federal Funds were made available for the training of child care occupations, in what priority should these funds be allocated?

    More scholarships_____ Work/Study Program_____

    More loans_____ More Faculty_____

    More grants_____ More Facilities_____

    Other (specify)_____

    _____

    _____

Interview #_____

Date_____

14. What in-kind contributions do you receive for your program?

| Type | From whom? |
|---|---|
| Materials and equipment | |
| Staff Time | |
| Participation settings | |
| Student Salary | |
| Facilities | |

15. Is the child care training program a self contained activity?

16. If not, what resources within the institution do you incorporate into your program?

Administrative

Departmental resources

Instructional Staff

Course Work

Facilities

Interview #_____

Date_____

17. What kind of cooperative arrangement do you have with other agencies or institutions? With whom?

| Type of Arrangements | With Whom? |
|---|---|
| Observation and Participation Settings | |
| Staff | |
| Consultation | |
| Student salary | |
| Student employment | |
| Instructional program | |
| Curriculum | |
| Services | |
| Student selection/recruitment | |
| Other | |

(With whom: e.g., day care centers, public schools, Health dept; advisory board.)

18. Who has the responsibility for selection and hiring of staff for your program? What is their role?

Program Director

Program Supervisor/Administrator

Advisory Committee

Local school board

Board of Education

Agency Personnel director

Other

Interview #_____

Date_____

19. How is your staffing pattern determined?

Basis of student-teacher ratio

Hours per day

Course content

Program Components

Other

20. In recommending or selecting teachers, what special qualifications do you look for?

Educational/Academic

Attitudes

Prior Experience

Other

21. What kind of changes would you like to see in the staff selection, staff make-up, or staff policy?

PROGRAM CHARACTERISTICS:

Goals

22a. What are the general goals for the child care training program?

Training for specific job

Teaching attitudes, principles of child development/care

Provision of child care/development program to community families

Others

22b. What is the primary objective, or priority in your program?

Interview #_____

Date_____

23. How have you modified your goals:

    a. Since beginning of program

    b. In relation to the future?

24. What do you think is most essential for a high quality training program?

CURRICULUM:

25. How did you determine your present curriculum?

    Administrative direction

    Institutional Staff

    Program Director

    Individual program staff

    Community/Committe involvement

    Consultants

    Student participation

    Employer input/influence

    Other

Interview#_____

Date_____

26. In developing your program content and curriculum, what kinds of sources did you rely on?

Curriculum guides

Existing programs

Printed materials

Various program guidelines

People

Other

Interview #_____

Date_____

27. How do the observation/participation settings differ? For example, other characteristics of children, philosophy, staff composition; curriculum for the children, sponsor.

| TYPE OF SETTING | PROGRAM CHARACTERISTICS | CHILDREN |
|---|---|---|
| Training program | | |
| Demonostration Center | | |
| Day Care Center | | |
| Nursery School | | |
| Elementary School | | |
| Other | | |

Interview #_____

Date_____

28. If you are placing students in child care settings, how do you identify these programs?

29. On what basis do you decide to use a child care program for observation and/or participation?

30. What is your role of training program in relation to outside training settings?

- . Place students
- . Coordination with child care staff, employer
- . Determine student program in setting
- . Supervise student in training setting
- . Evaluate student in setting

31. How would you change the participation part of your program to improve it?

STUDENT SELECTION & CHARACTERISTICS:

(Now I'd like to consider your student selection procedures and student characteristics.)

32a. In determining the selection criteria, how did you decide on particular characteristics?

32b. What do you consider the most useful and valid criteria for selecting students into the program?

Interview #_____

Date_____

33. What are the advantages or disadvantages to working with or training people with the characteristics you have indicates?

    . Age

    . Socio-economic

    . Education & experience

    . Other

34a. What strengths and/or weaknesses do you find among your students?

34b. How do you take these factors/characteristics considered in your program?

EVALUATION AND FOLLOW-UP PROCEDURES:

35a. In terms of evaluating the student, either in the instructional setting or during participation, in what ways would you like to change your procedures or methods?

35b. Do you have plans for implementing these ideas?

36a. What about student follow-up after completion of the program?

36b. Do you have plans for implementing these ideas?

37a. In regard to informal/formal job placement, in what ways would you like to change your procedures?

37b. Do you have any plans for implementing these ideas?

Interview #_____

Date_____

(Now let's consider your whole training program.)

38. How would you compare your program and approach to other alternative programs you are familiar with?

| Strengths | Weaknesses |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

39. What changes would you like to see in your total training program?

PROGRAM EXPANSION:

40a. How difficult do you think it would be to expand your present program to train more people, or to train them for a higher level position?

40b. Why do you think so?

41. How would you go about expanding your present program?

NATIONAL PROGRAM:

42a. "If you were assigned to plan a nation-wide child care training program, how would you do it?"

42b. What pitfalls would you want to avoid in planning a nation-wide training program?

43. What other issues do you feel should be considered?

Interview # _____

Date _____

Interviewer _____

CHILD CARE TRAINING STUDY

As you know, the training of day care and early childhood education personnel has been receiving increased attention. Many plans and programs are being studied to find some answers to the problems posed. For that reason, we would like to know some of the details of your program. The questions are divided into five (5) parts: program operation; staff; curriculum; observation and participation; and students. Your answers will be of great help in studying the alternatives.

PART I: PROGRAM OPERATIONS

1. Name/division/school or dept._____

   _____

   City/state _____

2. Type of institution:
   a. Elementary or secondary school _____
   b. Vocational school _____
   c. Two-year college or technical institution _____
   d. Four-year college or university _____
   e. Other educational agency _____
   f. Other (specify)_____

3. How long has the child care training program of which you are a part been training students in child care occupations?

   Years_____ Months_____

4. How many months per year does your program operate?
   a. Twelve months _____
   b. Nine months _____
   c. Other (specify) _____

5. How many times a year is the program offered?
   a. Once _____
   b. Twice _____
   c. Other (specify) _____

6. When may students enter the program?
   a. Anytime _____
   b. Once in the fall _____
   c. Beginning of each quarter_____
   d. Other (specify)_____

7. From student entrance to completion, how long is the program designed to take?
   a. Nine months _____
   b. One year _____
   c. Two years _____
   d. Other (specify) _____

8. On completion of a program sequence, what kind of academic credit, degree or certificate does a student receive?
   a. None _____
   b. Some academic credit _____
   c. Certificate (diploma)_____
   d. Associate Arts (A.A.)_____
   e. Bachelor of Arts (B.A.)_____
   f. Master of Arts (M.A.)_____
   g. Doctorate (Ph.D. or E.Ed.)_____

9. Is your program designed to train people as:
   a. Aides _____
   b. Assistants _____
   c. Teachers _____
   d. Resource teacher/coordinators_____
   e. Administrators _____
   f. Educational specialists _____
   g. Other (specify) _____

Interview # _____

Date _____

10. If you emphasize training of particular career levels, which ones do you emphasize and in what order of importance?

a. _____
b. _____
c. _____
d. _____

11. What sources of funds support your child care training program?

| | Percent |
|---|---|
| a. Student tuition | _____ |
| b. Federal/local/state funding | _____ |
| c. Private foundation, agencies | _____ |
| d. Other grants | _____ |
| e. Other loans | _____ |
| f. Other sources (specify) | _____ |

12. What is the total budget for your child care training program?

Amount $_____

| | Percent | Dollars |
|---|---|---|
| a. What percent goes for salaries | _____ | _____ |
| b. What percent goes for facilities | _____ | _____ |
| c. What percent goes for equipment and supplies | _____ | _____ |
| d. What percent goes for other operating expenses | _____ | _____ |
| e. What percent goes for participant support | _____ | _____ |
| f. Other (specify) | _____ | _____ |

13. How have your expenditures for the above program cost categories changed since the start of the program?

a. Salaries
b. Facilities
c. Equipment and supplies
d. Operating expenses
e. Participant support
f. Other (specify)

14. What in-kind contributions do you receive for your program?

a. Volunteer staff time _____
b. Use of space _____
c. Equipment _____
d. Student salaries _____
e. Other (specify) _____

15. What facilities for day care training do you have at present? What is proposed for next year? What do you see as future needs?

| | Present | Proposed | Future |
|---|---|---|---|
| a. Number of classrooms | _____ | _____ | _____ |
| b. Library or resource center | _____ | _____ | _____ |
| c. Observation facility | _____ | _____ | _____ |
| d. Laboratory or demonstration facility | _____ | _____ | _____ |
| e. includes outdoor play area | _____ | _____ | _____ |
| f. includes kitchen | _____ | _____ | _____ |
| g. Other (specify)_____ | _____ | _____ | _____ |
| h. Other (specify)_____ | _____ | _____ | _____ |

16. Are your present facilities the same this year as last year? Yes_____ No _____

If not, what are the differences? _____

_____

_____

_____

Interview # _____

Date _____

Why were changes made? _____

_____

_____

PART II: INSTRUCTIONAL STAFF

| | Full-Time | Part-Time |
|---|---|---|
| 17. What is the present total number of your child care training staff? | _____ | _____ |
| How many were on staff last year? | _____ | _____ |
| What total is proposed for next year? | _____ | _____ |
| What total do you see for future needs? | _____ | _____ |

18. What is the make-up of the current instructional program staff by function and by full-time and part-time personnel?

| | Full-Time | Part-Time |
|---|---|---|
| a. Administrators | _____ | _____ |
| b. Teachers/instructors | _____ | _____ |
| c. Other education specialists (consultants, special education, etc.) | _____ | _____ |
| d. Support personnel (educational media, librarian, student services) | _____ | _____ |
| e. Social service personnel (psychology, medical, social work) | _____ | _____ |
| f. Auxiliary personnel (office, fiscal, food service, custodial) | _____ | _____ |
| g. Other | _____ | _____ |

19. What is the extent of educational preparation for each of those categories of staff? (Record number of people at each level in each field.)

| Field of Study | AA | BA | MA | Advanced | PhD | Other Training (specify) |
|---|---|---|---|---|---|---|
| Early childhood development | _____ | _____ | _____ | _____ | _____ | _____ |
| Elementary education | _____ | _____ | _____ | _____ | _____ | _____ |
| Secondary education | _____ | _____ | _____ | _____ | _____ | _____ |
| Home economics | _____ | _____ | _____ | _____ | _____ | _____ |
| Other | _____ | _____ | _____ | _____ | _____ | _____ |

20. How many of your staff have had early childhood education including supervised practice teaching at the pre-school level?

a. Full-time staff _____

b. Part-time staff _____

21. Of those who have not had early childhood education, did you require that they have some special training?

a. No special training required _____

b. Some course work in child development _____

c. At least one course in observation and methods _____

d. Student teaching at pre-school level _____

e. Special workshops _____

f. Other (specify) _____

22. What is the level of staff experience in working with children (e.g., nursery school, headstart, elementary, day care)?

| Title or Role | Less than 6 months | 6 months to 2 years | 3-5 years | Over 5 years |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Interview # _____

Date _____

23. What kinds of in-service training do you provide for your staff?

| | Regular | Occasional | Rare |
|---|---|---|---|
| a. By program supervisor | _____ | _____ | _____ |
| b. By program consultants | _____ | _____ | _____ |
| c. By college/university sponsors | _____ | _____ | _____ |
| d. Lectures by specialists | _____ | _____ | _____ |
| e. Staff discussion groups | _____ | _____ | _____ |
| f. After-hours classes | _____ | _____ | _____ |
| g. None | _____ | _____ | _____ |
| h. Other (specify) | _____ | _____ | _____ |

24. How are members of the teaching staff selected?

a. By department records, director, supervisor _____
b. By local school board _____
c. By board of education, regents or trustees _____
d. By policy advisory committee _____
e. By institution or agency personnel director _____
f. Other (specify)_____ _____

25. What is the average number of students in a class session?_____

PART III: CURRICULUM

26. In the operation of your training program, roughly what percentage of time is spent on each of the following activities?

a. Lectures _____
b. Media presentation _____
c. Class discussion _____
d. Observation _____
e. Participation in child care _____
f. Internship/practice teaching _____
g. Independent study _____
h. Other (specify)_____ _____

27. What subject areas are covered in your child care curriculum?

| | | | | | |
|---|---|---|---|---|---|
| Child growth and development | _____ | Physical development | _____ | Learning theories and philosophy | _____ |
| Child management | _____ | Handicapped children | _____ | Parent counseling | _____ |
| Guidance and discipline | _____ | Gifted | _____ | Audio-visual materials | _____ |
| Curriculum planning | _____ | Cultural differences | _____ | Community relations | _____ |
| Methods and materials for use with children | _____ | Health and safety | _____ | Social services | _____ |
| Music | _____ | Nutrition | _____ | Basic education | _____ |
| Art | _____ | Child center operations | _____ | Employment orientation | _____ |
| Science | _____ | Records and office procedures | _____ | | |
| Language Arts | _____ | Food services | _____ | | |
| Math | _____ | Small group dynamics | _____ | | |

28. a. Is the same sequence of courses presented each time the program is offered? Yes _____ No _____

b. If not, how does the course offering change? _____

_____

_____

29. Is your program the same as it was last year?

| | Fewer/Decreased | Same | More/Expanded |
|---|---|---|---|
| a. Number of courses offered | _____ | ___ | _____ |
| b. Scope of curriculum | _____ | ___ | _____ |
| c. Course content | _____ | ___ | _____ |
| d. Course requirements for students | _____ | ___ | _____ |

Interview _____

Date _____

30. Where do you find the biggest gaps in the availability of materials or resources? _____

_____

_____

_____

31. During program development, did you favor a specific packaged curriculum or early childhood model?

Yes _____ No _____

a. If yes, which one(s)? _____

_____

b. Why were these preferred? _____

_____

If you did not favor a specific packaged curriculum or early childhood model, what were your reasons?

_____

_____

_____

32. How would you compare your curriculum and approach to other alternative programs you are familiar with?

| Strengths | Weaknesses |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

33. What changes would you like to see in your curriculum?

_____

_____

_____

_____

_____

_____

PART IV: OBSERVATION AND PARTICIPATION PROGRAM

34. Do you have a demonstration or laboratory program under the auspices of this program in which students observe or participate?

Yes _____ No _____

35. Do you use programs in the community for observation and/or participation?

Yes _____ No _____

36. Is the demonstration program used the same months of the year as the instructional program?

Yes _____ No _____

37. What is the make-up of the laboratory program staff (demonstration center) by function and by full and part-time personnel?

| | Full-time | Part-time |
|---|---|---|
| a. Administrators | _____ | _____ |
| b. Teachers | _____ | _____ |
| c. Assistant teachers | _____ | _____ |
| d. Other education specialists | _____ | _____ |
| e. Support personnel | _____ | _____ |
| f. Social service personnel | _____ | _____ |
| g. Auxiliary personnel (office, food service, custodial) | _____ | _____ |

Interview # _____

Date _____

38. What different types of settings do you use for student observation and participation? For each different type of setting indicate the number, program components, and age of children included.

| TYPE | NUMBER | ACTIVITIES/SERVICES | | | | | | | AGE OF CHILDREN | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A. Educational activities | B. Meal service | C. Health service | D. Social service | E. Family activities | F. Parent education | G. Other (specify) | A. Infant - 2 yrs. | B. 3-5 yrs. | C. 6-8 yrs. | D. 9-12 yrs. | E. 12-16 yrs. |
| a. Training program demonstration center | | | | | | | | | | | | | |
| b. Day care center | | | | | | | | | | | | | |
| c. Nursery school | | | | | | | | | | | | | |
| d. Elementary school | | | | | | | | | | | | | |
| grade level (specify) | | | | | | | | | | | | | |
| grade level | | | | | | | | | | | | | |
| e. Junior high school | | | | | | | | | | | | | |
| f. Other | | | | | | | | | | | | | |

Interview # _____

Date _____

39. In how many of the settings does each student observe and/or participate?
    a. One _____
    b. Two _____
    c. Other (specify) _____

40. What is the student role in the demonstration program?
    a. Planning for: Activities for children ____ Meals ____ Other ____
       Planning with: Head teachers ____ Training program staff ____ Independently ____
    b. Participation in activities:
       Presents educational activities ____
       Assists teachers with activities ____
       Supervises children in large groups ____
       Supervises children in small groups ____
    c. Participation in meetings:

| | Required | Optional |
|---|---|---|
| Staff | _____ | _____ |
| Parent | _____ | _____ |
| In-service training | _____ | _____ |

41. Is there a plan for the student to work with demonstration center staff other than in her assigned classroom? Yes ____ No ____.
    a. Director ____
    b. Social worker ____
    c. Consultants ____
    d. Cook, maintenance ____
    e. Nurse ____
    f. Other (specify) ____

42. What interaction with parents is planned for the student?
    a. Daily informal contacts ____
    b. Home visits ____
    c. Parent meetings ____
    d. Parent conferences ____
    e. Other (specify) ____

43. What changes would you make in the demonstration part of your training program to improve it?

    _____

    _____

    _____

44. How many students are presently enrolled in your child care program? _____
45. How many students were enrolled last year? _____
46. How many entering students do you expect at the next enrollment period? _____
47. How many can you accommodate? _____
48. How do you recruit new students for child care?
    a. Catalogs _____
    b. Posters _____
    c. Advertising _____
    d. Recruiters _____
    e. Admissions officers _____
    f. Word of mouth _____
    g. Personal contact/ public speaking _____
    h. Work with guidance counselors _____
    i. Alumni _____
    j. Publicity program announcements _____
    k. Other (specify)

    _____

Interview # _____

Date _____

PART V: STUDENTS

49. Looking at your recruiting process during the year, about how many

a. Inquiries do you receive? _____
b. Completed applications? _____
c. Applicants are well qualified? _____
d. Are offered admission? _____
e. Applicants are enrolled? _____
f. Will complete the course of study? _____

50. What are the entrance requirements for your training program?

a. None _____
b. Prior work experience _____
(specify) _____
c. Age _____
(specify) _____
d. Income level _____
(specify) _____
e. Particular courses _____
(specify) _____
f. Geographic area _____
(specify) _____
g. Written test scores _____
(specify) _____
h. Degree or diploma _____
(specify) _____
i. Other _____
(specify) _____

51. How do you go about selecting students/trainees for your program?

a. Written application form _____
b. Interview _____
c. Try-out period _____
d. Other _____
Please describe. _____

52. What special characteristics, if any, do you look for in selecting students (e.g., attitudes, goals, skills, personal qualities)? _____

53. What other selection criteria do you use? Which circumstantial factors restrict the entrance of "qualified" students into the program (e.g., lack of training settings in day care, transportation)? _____

54. What is the profile of the students you typically enroll?

a. Age and sex: _____

b. Academic preparation:
High school _____
High school graduates _____
Other _____
Some college/jr. college transfers _____
College graduates _____

c. Work experience: _____

Interview # _____

Date _____

d. By economic level: _____

e. Geographic area: _____

f. Ethnic-racial background: _____

g. Currently employed in child care: _____

55. What factors do you think influence students to enroll in your child development program?

56. What kind of student evaluation procedures do you use?

a. Written tests _____
b. Performance tests _____
c. Teacher observation of student _____
d. Teacher daily log on student _____
e. Student self-evaluation _____
f. Other (specify) _____

57. In a laboratory setting does the employer/critic teacher:

a. Plan student activities in program? _____
b. Supervise student activities? _____
c. Report to training staff? _____
d. Grade or evaluate student? _____

58. Upon completion of the training program, how many students:

a. Work in child care related occupations? _____
b. Work in areas unrelated to training? _____
c. Continue education full-time? _____
d. Work and continue education part-time? _____
e. Marry? _____
f. Other (specify) _____

59. After students have completed course, what responsibility does the program take for job placement?

None _____ Formal _____ Informal _____

60. What is the nature of the job placement activity/assistance?

61. What opportunities do your students have for:

| | Many | Few | None |
|---|---|---|---|
| a. On-the-job training | _____ | _____ | _____ |
| b. Internship programs | _____ | _____ | _____ |
| c. Receiving credit for work time | _____ | _____ | _____ |
| d. Mixing with people at other career levels | _____ | _____ | _____ |
| e. Participating in community activities | _____ | _____ | _____ |
| f. Career counseling and guidance | _____ | _____ | _____ |
| g. Follow-up training and specialization | _____ | _____ | _____ |

Interview # _____

Date _____

62. What factors do you think cause students to drop out of your program? At what stages of their studies?

_____

_____

_____

_____

63. What are the estimated student expenses to continue in your program?

| | | | |
|---|---|---|---|
| a. Tuition | $_____ | $_____ |
| b. Fees | _____ | _____ |
| c. Books and supplies | _____ | _____ |
| d. Room and board | _____ | _____ |
| e. Travel or transportation | _____ | _____ |
| f. Personal spending | _____ | _____ |
| g. Other (specify)_____ | _____ | _____ |
| Totals | $ | $ |

64. What financial assistance is available to students in your program?

| | Many | Some | Few |
|---|---|---|---|
| a. Full scholarships | _____ | _____ | _____ |
| b. Partial scholarships | _____ | _____ | _____ |
| c. Educational opportunity grants | _____ | _____ | _____ |
| d. Work-study program | _____ | _____ | _____ |
| e. National defense student loans | _____ | _____ | _____ |
| f. Other grants (specify) _____ | _____ | _____ | _____ |
| g. Other loans (specify) _____ | _____ | _____ | _____ |
| h. Part-time employment | _____ | _____ | _____ |
| i. None | _____ | _____ | _____ |

65. How would you rate the following characteristics in relation to your expectations for your program?

Make a rating for each characteristic using the scale from 1 to 5. The number (1) indicates "below expectations" and (5) indicates "exceeding expectations".

| | |
|---|---|
| a. Quality of learning experience provided | 1 2 3 4 5 |
| b. Quality of full-time teaching staff | 1 2 3 4 5 |
| c. Quality of part-time teaching staff | 1 2 3 4 5 |
| d. Quality of consultants | 1 2 3 4 5 |
| e. Quality of entering students | 1 2 3 4 5 |
| f. Quality of facilities | 1 2 3 4 5 |
| g. Rapport among students | 1 2 3 4 5 |
| h. Administration-faculty-student rapport | 1 2 3 4 5 |
| i. Quality of student performance in program | 1 2 3 4 5 |
| j. Placement of students after completion of training | 1 2 3 4 5 |
| k. Meeting student needs and interests | 1 2 3 4 5 |

CHILD CARE TRAINING STUDY

STUDENT INTERVIEW

Introduction:

Before we begin, perhaps I should tell you more about the purpose of the interview. We interested in finding out about different kinds of training programs for people to work with children. We are visiting training programs in high schools, junior colleges, and other kinds of programs.

We are talking with both students and training staff to find out about how their program works. The information that we are asking students will be confidential, so we won't be using your name. And the director or teacher will not be seeing the responses you give to the questions.

Procedure:

During the interview I am going to be using a tape recorder. That is simply because of the difficulty in accurately writing down what you say. Later I will listen to the tape and record only what is relevant to the questions. Also, there may be things that come up during our interview that are not part of the questionnaire, but that would be important to consider in our study.

Now I will ask you questions, and you merely tell me the information. If you have any questions or comments as we go through, let me know.

Now do you have any questions about what we are doing before we start? O.K. First, what kind of job or occupation are you training for?

S. Interview # _____

Date _____

CHILD CARE TRAINING STUDY

STUDENT QUESTIONNAIRE

PROGRAM _____

NAME _____ AGE _____

GRADE LEVEL _____

1. What kind of job or specific field are you training for?

   a. Aide

   b. Assistant

   c. Teacher

   d. Other:

2. What type of jobs are other students training for?

3. How did you happen to find out about this program?

   a. From other students in the program _____

   b. From a counselor _____

   c. Program Director _____

   d. Teacher _____

   e. Someone else _____

   f. By requesting information _____

   g. Other (Specify) _____ _____

S. Interview # _____

Date _____

4. Did you know about other programs like this?

   If yes, which ones?

5. Why did you decide to start this program?

6. How long have you been or were you in the program?

7. Have any students left ( dropped out ) of the program?

   If so, why?

8. At what educational level did you enter?

9. At what educational level do other students enter?

STUDENT EXPENSES & SUPPORT:

10. What does it cost you to participate in the training program?

11. How much do you pay for:

    a. Transportation

    b. Books

    c. Materials

    d. Tuition

    e. Other

S. Interview # _____

Date _____

12. Is it hard to find the money for these?

13. Do you receive any salary for your work (participation) in the program?

Yes_____ No_____

14. Is financial aid available for people in the program?

BACKGROUND OF STUDENT

15a. Before you started in the program, What kind of experience did you have with children?

15b. Any particular age/special group?

16. What kind of experience did other students have working with children?

COURSE WORK

Now I'd like to know about your course work and schedule.

17. Would you please describe your class schedule? If you have just completed the training program, then briefly tell me about your last schedule. How did it differ from earlier ones?

18. Do other students have the same kind of schedules? If not, how did their schedules differ from yours?

S. Interview # _____

Date _____

METHOD AND ACTIVITIES

Now I'd like to find out the kind of different activities you were involved in.

19. About how much time do (did) you spend doing the following things:

Classroom instruction by teacher _____

Observation of children _____

Participation in child care setting _____

Independent study _____

Special activities _____

Other (specify) _____

PARTICIPATION & OBSERVATION EXPERIENCE:

Now I'd like to discuss more about your experience with children in observation and participation.

20. In the training program, what kind of experience do you have in observing children?

21. What kind of experience do you have participating in a child care/ educational setting?

22. What other opportunities were there for working with children? Any special activities?

S. Interview # _____

Date _____

OBSERVATION/PARTICIPATION SETTINGS:

23. Where did you observe or participate?

    a. Training Program Laboratory Center _____

    b. Community Day Care _____

    c. Public School _____

24. How did/do the settings or situations for observation or participation differ?

    a. Staff

    b. Age or special characteristics of children

    c. Full-day operation vs. part-day

    d. Other:

S. Interview # _____

Date _____

25. What did you do during your participation in the child care setting? ( What were your responsibilities?)

a. Activities with children:

1. Supervise play activities
2. Present educational activities
3. Other:

b. Maintenance Tasks:

1. Food Preparations
2. Clerical
3. Record Keeping
4. Other

c. Planning:

1. Meals
2. Play Activities
3. Some Lessons
4. Daily Program
5. Other

S. Interview # _____

Date _____

26. Did your activity or responsibilities change in different settings? How?

27. How do your activities change as you worked in a particular program?

a. More on your own _____

b. Do more difficult things _____

c. More staff instruction _____

28. In the participation or observation part of your training, how much time do you spend with:

a. Director or child program

b. Head teacher

c. Teacher(s)

d. Consultant: Health, Social work

e. Assistants

f. Others (Specify)

29a. Is there a parent program in the child care setting?

Yes _____ No_____

29b. What kind of involvement with parents?

29c. Is it required?

S. Interview # _____

Date _____

30a. Do you participate in staff meetings or in-service training for program staff of the child care program?

30b. What kind?

30c. Is it required?

STUDENT EVALUATION:

31a. How are (were) students evaluated or graded in the program?

31b. In what areas?

Observation

Participation

Course work or content

Other:

32a. As part of the program, do students make suggestions for changes in the program?

32b. What kinds of things?

WORK EXPERIENCE - EMPLOYMENT:

Now I'd like to find out about your work experience before you entered the program.

33. What kind of work experience did you have before you began this program? (Most recent to least).

S. Interview # _____

Date _____

34. What about other students; what kinds of work did they have?

35. During the training program, (did) are you working?

Yes_____ No_____

Full-time _____ Part-time _____ What field?

Days/Week _____ Hours/Day _____ _____

36. Are you working now?

Yes_____ No_____

Full-time_____ Part-time_____ What field?

Days/Week_____ Hours/Day_____ _____

37. Are other students working now?

Yes_____ What field?_____

NO _____ What are they doing? _____

Full-time work _____ Part-time _____

38. If you were (are) looking for employment in a child care/development program,

a. What would you consider a desirable situation? (Staff, Program characteristics, salary?)

b. What kind of children would you like to work with? (Age, other characteristics?)

S. Interview # _____

Date _____

39. When you finish(ed) the program what will/did you do?

    a. Education:

       Are you going to school? Where? Why? What?

    b. Employment:

       Are you going to work?

       Do you have a job?

40. Do you know what other students do?

    a. Education:

    b. Employment:

41a. What do you think you will be doing in the future?

41b. How do you think what you have learned in this program will help?

    1. Personal:

    2. Occupational:

    3. Education:

    4. Other than child care/development related:

42. What parts of the training program would you consider:

    a. Particularly useful?

    b. Least useful?

    c. Most interesting?

    d. Least interesting?

S. Interview # _____

Date _____

43. What part of the training program do you think:

a. Could be better?

b. Was left out?

c. Would you change?